

SPEECH PROFILE OF FRENCH IMMERSION STUDENTS
IN GRADES FOUR, FIVE AND SIX IN
ST. JOHN'S, NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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NORAH O'REILLY



SPEECH PROFILE OF FRENCH IMMERSION STUDENTS
IN GRADES FOUR, FIVE AND SIX
IN ST. JOHN'S, NEWFOUNDLAND

by
Norah O'Reilly

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Abstract

The purpose of this study was to describe the speech characteristics of French immersion students (FI) in the elementary grades to determine if there was a progression in the speech development of FI students from grades four to six and to see if a speech profile for each of grades four, five and six could be developed. This task was undertaken with a view to developing language descriptions to be used in evaluating the oral production of FI students in elementary school.

The sample consisted of eighteen students, six from each of grades four, five and six, representing a range of achievement levels. The sample from each student was grouped according to its rating on eight categories described. The results of the comparisons of the speech samples indicated that there was no discernable progression from grades four to six nor could students be assigned a grade level from the quality of the speech samples. The only area in which a progression was observed was for the variety of vocabulary used.

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CHAPTER I

INTRODUCTION

French immersion (FI) has been an alternative method of schooling in Newfoundland for almost two decades. Many parents welcomed the opportunity to give their children more facility in the French language than they themselves had. The increased emphasis in Canada on bilingualism and the lack of satisfaction with traditional core programs added to interest in the FI forms of schooling. However, the euphoria experienced in the early years of the program at the prospect of having fluently bilingual children has been tempered in recent years in the light of evaluations of the program. It is widely acknowledged that students from FI fall far short of native-like fluency in their oral production of the language (Lapkin & Swain, 1977; Harley & Swain, 1978; Lepicq, 1980; Pawley, 1985; Pellerin & Hammerly, 1986; Lyster, 1987).

It has further been suggested that rather than use the speech of native speakers as the standard for which to aim, more realistic goals have to be established (Swain, 1980; Lyster, 1987).

Such an approach is more consistent with the original goals of the program which were that students should obtain a competence in French superior to that of their core French peers. The native francophone model was adopted as a means of comparison to evaluate the results of the program. Native-like French was not

originally, and by the nature of the program which develops competence in a second language (L2), cannot realistically be, an aim of the program.

In an effort to monitor the program in Newfoundland, the students take standardized tests. Information and insights are thus gained as to how the program is functioning and comparisons can be made with FI programs nationally. The national tests used have included a reading measure for both first language (L1) and (L2). Some measures of oral comprehension and writing skills have also been used. Evaluation studies in Newfoundland have shown that results from the primary grades are satisfactory and show a regular progression in skill development (Evaluation Report, Department of Education, 1989). However, the results for the elementary grades are not as positive. A decline in the rate of growth has been shown in the elementary grades after grade four. Reading comprehension in grades five and six appears to drop to a level of performance that is considerably below average in comparison to the national norms established for the tests used (Evaluation Report, Department of Education, 1990).

One notable omission in the efforts to evaluate and improve the FI program has been an assessment of oral proficiency. However, classroom teachers have reported that they sense a decline in the development of oral production in the elementary grades. This information reinforces conclusions about the test results in reading. This information is similar to findings by researchers such as Spilka, 1976; Harley & Swain, 1977; and Politzer, 1980, who found little progression in oral production skills from grades four to six.

Purpose of the Study

A study of the oral performance of primary FI students in grades one to three (Noonan, 1991) has produced descriptions for the language used at these grade levels. The focus of this pilot study is the oral proficiency of FI students in the elementary grades four to six. The indication of a slowdown in progress by FI students in grades four, five and six and the lack of adequate guidelines for oral evaluation demand attention. They stress the need for more information about the skill development of students in the elementary grades. They also show the need for guidelines for objectives and appropriate instruments to measure oral production more reliably and validly. Stern (1983) defines proficiency as a goal which can be determined in terms of objectives or standards. The problem of exactly what constitutes oral proficiency in an L2 has posed difficulties because of the nature of the speech phenomenon (Carey & Cummins, 1984, Day & Shapson, 1987, Heike, 1985).

Whilst native speakers' competence is a necessary point of reference for L2 proficiency, Stern (1983) cautions that it is rarely attainable. Krashen (1984) further states that full native fluency is rarely attained by students while they are in the FI program. Thus it is important to find realistic achievable goals for FI students. These goals would reflect what can be achieved rather than point out how far the students are from native speaker skills. A positive and realistic view was voiced by one FI teacher who said "I'm amazed at how well the students do speak considering they never use French from one class to the next." (Grade IV FI teacher, 1992).

What is needed is a description of the language of FI students. From this point realistic expectations could be ascertained for each grade level. Knowledge of the nature of the development of oral skills in the L2 would assist program developers to design ways of working toward improvement of this rate of progress.

In an effort to overcome the lack of FI oral evaluation guidelines for FI pupils, Noonan (1991) developed a speech profile of the FI students in grades one, two and three. These descriptions of the language of primary FI students provide a framework for the development of realistic goals and expectations in the oral production of students at these levels. From this framework, evaluative guidelines can be established. The findings of Noonan's study showed very distinct characteristics for the speech of primary pupils at each of the grade levels one, two and three, and a definite progression in control of the second language being learned.

In the same view, this study seeks to provide descriptions of the oral production in the elementary grades, namely grades four, five and six.

The questions to be investigated are:

1. What are the characteristics of the oral production of FI students in the elementary grades?
2. Can progress be seen in the speech of FI students from grades four to six?
3. Can distinct profiles be developed for each of the grade levels four, five and six?

Significance of the Study

Previous studies have focused on errors (Harley & Swain, 1978; Lupicq, 1980; Pawley, 1985; Pellerin & Hammerly, 1986; Lyster, 1987). They have consistently shown that FI students are highly distinguishable in their oral production from native francophones. This study tries to focus on the students' ability to communicate while acknowledging grammatical error. From the information gained from the profiles developed from the students' responses, it may be possible to generate improvements both in teaching strategies and curriculum resources. It may also be possible to define the ultimate level of competence attained by the students. The study will also help to fill the gap in effective oral evaluation of FI students, by providing a frame of reference from which to develop an oral evaluative instrument for elementary FI students.

Limitations of the Study

The small student population used is a limitation. This pilot study will therefore have to be replicated.

There are also limitations due to the nature of teaching. The researcher has no control over what happens in individual classrooms. There is no standard classroom or standard teacher. The study then tends to reflect this reality of schooling as the students were taken from different classrooms. Different teaching strategies can affect oral competence (Netten & Spain, 1987).

The geographical area was limited to St. John's, an urban area. Results could be different for students in programs in the rural areas as provincial evaluations have shown some differences in achievement levels between programs in rural and urban milieu.

Qualitative research was the theoretical framework on which this study was based. However, qualitative research includes the personal judgments of the researcher and these judgments may vary. Thus, while this type of research is needed, the conclusions must be treated cautiously.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The immersion approach to learning an L2 was started in Canada at St. Lambert, Quebec, in 1965. Bibeau (1978) informs us that FI is a process where the teaching of the L2, in this instance, French, is not done directly as a second language. Instead, it is taught through regular school subjects which are taught in the L2.

The St. Lambert experiment and subsequent research, for example, Swain and Lapkin (1982), demonstrate that using an L2 to teach the content subjects does not appear to hinder the academic achievement of students in those subjects for the majority child. In addition, progress in the maternal language is not adversely affected. The benefits of instruction in French are that students acquire a competence in reading, writing, comprehending and speaking French that anglophone students, having followed a traditional French second language program for the same number of years, are not able to equal (Lambert & Tucker, 1972).

Findings in Previous Studies

Empirical studies have shown very positive results for FI. For example, some research attests to the claim that the receptive skills of FI students, namely listening and reading, are comparable to those of native francophones by the end of the elementary grades (Swain & Lapkin, 1982).

Genesee, Tucker and Lambert (1975) proposed that FI students developed better listening skills than other students and that their English writing skills did not suffer. Fears that FI was only for the most capable children were allayed when studies by Genesee, Lapkin and Swain (1984) showed that low IQ students were not at a disadvantage in the program.

These widely publicised positive aspects of the FI program have translated into a positive public perception of FI. Parents who have had children in the program are usually very enthusiastic about its merits and there is the political will to promote bilingualism in Canada since it is a bilingual country.

However, as the program has expanded and more studies have been undertaken, more critical views of the receptive abilities of FI students have been revealed (Carey, 1978; Lyster, 1987). As an FI teacher, Lyster found that his students had great difficulty understanding French novels and movies designed for francophones.

The evaluation of FI programs in Newfoundland and Labrador (1989-90) is also cause for some doubt as to the claim that the receptive skills of early French immersion (EFI) students are near native-like in the elementary grades. The results show that reading levels, while progressing at the 50th percentile nationally to grade four, appear to drop to the 35th percentile when compared to the national norms established for the tests used in grades five and six. Comparisons were made nationally with other FI students and not with francophones. This finding appears to be consistent with the findings of Spilka (1976) who reported no progress between

grades five and six in the students' oral performance for students in the FI program in Montreal.

The Newfoundland and Labrador evaluation reports since 1979 have found that "performance in mathematics appears to be influenced by the language used for teaching and testing" (Netten 1990,p.39). Generally, students perform better when tested in English. It follows that performance in other subject areas may also be affected by the language in which these subjects are taught and tested. Studies by MacNamara (1966) also argue that instruction in a non-native language does retard progress in the learning context.

The evaluations for the productive abilities of FI students also expose weaknesses in the program. Adiv (1980), Harley (1984), Hammerly & Pellerin (1986) and Lyster (1987) all reported a high number of errors in the students' speech throughout grade levels.

Existing Evaluation and Goals of French Immersion

The question arises as to what are realistic goals for FI students? The goals at the initiation of FI as stated in the St. Lambert experiment (Lambert & Tucker, 1972) were to have a program that produced better results than core French and thus gave students greater proficiency than the core French students of that period possessed. Because the level of proficiency in French reached by FI pupils was so dramatically superior to that of core French students, a new statement of goals had to be developed which better reflected the actual achievement of the FI students.

Cummins and Swain (1986) state that "immersion education has two goals - to foster the development of high levels of L2 proficiency; and to do this at no expense to mother tongue development, cognitive growth or academic achievement". The goal of FI in Newfoundland (Evaluation of French Immersion Programs in the province of Newfoundland and Labrador, 1990) is "to enable students to function in French upon completion of high school, while at the same time ensuring no less in English language development and an adequate educational program consistent with the aims of education of the province" (p.1). Thus the stated goals of FI range from better than core French, high levels of proficiency or more broadly defined - able to use French on completion of high school.

Neither the degree nor the balance between fluency and accuracy are defined in the above goals. Fluency and accuracy have been defined by Brumfit (1984) as "natural language use, whether or not it results in native speaker-like language or production". He states further that fluency "can be seen as the maximally effective operation of the language system so far acquired by the student" (p.56). Accuracy implies that the learner is making a conscious attempt to attain proper usage rather than just get the message across in the language. Fluent language may also be accurate language but it is the focus of the user and his or her concern with form rather than the message transmitted that separates these two properties. Most FI students could be termed fluent in the French language according to Brumfit's definition. Netten (1989) points out that fluency in the sense of the ability to communicate the message may, in fact, be a realistic goal for large numbers of the

general population who wish to speak French. However, in order to become both fluent and accurate, FI students would have to be highly motivated and talented individuals who would refine their language skills by constant use in a French milieu. The emphasis in the FI highly communicative classroom is on getting the message across. The focus is on communicating rather than on the form of the French language. The emphasis would have to change for the majority of FI students to attain fluency and accuracy.

Initially, studies compared the L2 performance of EFI students with that of core French L2 programs (20-40 minutes daily of L2 instruction focused on vocabulary items and grammar structures) and showed a significant difference favouring the immersion student (Barik & Swain, 1975; Edwards & Casserly, 1976). Thus the core French students were not the most suitable comparison group for FI students when measuring proficiency in French. The obvious alternative seemed to be to compare French language proficiency results with those obtained by native French speakers of comparable grade levels (Cummins & Swain, 1986). Where possible, tests were standardized on unilingual French or bilingual English/French students. Two of the first EFI programs to be initiated by the public school system of Ontario were under the Carleton Board of Education (CBE) and the Ottawa Board of Education (OBE). Their programs were evaluated each year since their inception in 1970-71 by the Bilingual Education Project of the Ontario Institute for Studies in Education (OISE) (Andrew, Lapkin & Swain, 1977b, 1978a; Swain & Barik, 1976a, 1977). On the Test de rendement en français, a test of general French

achievement, FI students scored at a stanine 5 range relative to native French speakers. In general, by grade six, the FI students did as well on this test as a group of average French-speaking students from Quebec. Later French achievement tests also included: Test de compréhension auditive; Test de compréhension de l'écrit and Test de mots à trouver. These tests evaluated a variety of French language skills including grammatical and vocabulary knowledge, spelling, stylistics and listening and reading skills. Where comparison data are available, grade eight students achieved native-like performance (Cummins & Swain, 1986). These tests were developed by OISE to measure the abilities of FI students and were also given to native francophone students.

Singh (1986) proposes that one reason which may explain why FI students can seem to have native-like competence is that competence is measured in terms of narrowly defined linguistic knowledge. The tests test a particular cognitive style of language taught which can result in some FI students performing better than some native francophones (Cohen, 1969; Nettinger, 1972; Singh, 1977).

Cummins and Swain (1986) inform us that with the exception of some small scale studies (Genesee, Tucker & Lambert, 1975; Harley & Swain, 1977; Swain & Lapkin, 1977), little attempt has been made to assess the FI student's ability to use French as a communicative tool through directly engaging them in communicative activities. The three above-mentioned studies have all compared FI students' oral abilities in communicative tasks to the oral ability of francophones. The FI students fared poorly in the comparisons. An attempt to improve upon the oral assessment of

FI students has been made by Swain and Lapkin, (1986). 'A Vous la Parole', a communicative test developed by OISE for use in the evaluation of progress in Saskatchewan, compared results between early immersion programs, late immersion programs and francophone schools. On grammatical performance, few differences between early and late immersion emerged. These results are in striking contrast to the results of comparisons made between immersion (early or late) students and unilingual French speaking students. There was a significant difference in over 80% of the comparisons made from more than thirty comparisons across four studies (Cummins & Swain, 1986).

It can be seen from the above discussions that the receptive skills of FI students can look very positive when compared with francophones and the productive skills can appear very negative. It is the evaluative procedures and testing instruments which cause these conclusions to be reached.

The researcher suggests that the tests used by OISE do not fully measure what is really happening in the FI program.

Identified Weaknesses in FI Methodology

Possible causes for the weaknesses in the oral production of FI students have been proposed. Pellerin and Hammerly (1986) and Lyster (1987) have identified the acquisitionist methodology as a major factor in contributing to flaws in the production skills of FI students. Native speakers acquire proficiency in a language by acquisition. As defined by Schumann (1976), acquisition is learning from the environment without benefit of formal instruction. Second language learning, on the other hand, involves a systematic analytical and conscious study of the L2 (Lyster,

1987). The premise on which FI is based is that students would acquire proficiency in the L2 if exposed to the language in the same way that they acquired their first language. The acquisitionist method has been clarified by Krashen (1985) in his "input hypothesis"(p.1). He maintains that language is acquired solely through comprehensible input. Given enough input of this nature, the necessary grammar will be acquired along a "natural order"(p.2). It may, however, be argued that the definitions of acquisition do not really match what happens in the FI classroom and that this mismatch between intent and practice contributes to weak productive skills. The mandate of the FI teacher is to teach all subjects through the medium of French in an academic setting. Critics such as Hammerly (1984), Singh (1986), and Lyster (1987) question the assumption that students can acquire an L2 when they are "not immersed amongst native speakers in a French speaking culture and environment, they are instead integrated in an anglophone context and exposed to language in an academic context" (Lyster, 1987, p. 704).

A better understanding of the acquisitionist/learning nature of the FI classroom than has been developed until now may result in further consideration of the current methodology in FI. For example, students are exposed to a random range of language functions as though they were in a truly acquisitionist setting. The focus is on the message rather than the form, and in the early years of FI, students can communicate with ease although not always with grammatical accuracy (Singh, 1987). The students gradually develop a simplified language system from the teacher model and begin to communicate with the teacher and each other (Szamoz, Swain,

& Lapkin, 1979). The students make both systematic and random errors similar to people acquiring an L1 or L2 in a wholly natural setting (Duley & Burt, 1974; 1974a; Ervin Trip, 1974). Selinker (1972) describes and labels this stage of language development as he writes that it is "a separate linguistic system based on observable output which results from a learner's attempted production of a target language. This linguistic system we will call interlanguage"(p. 214). The target language in the FI classroom is initially that of the teacher. However, as the students gain confidence, the teacher loses influence and no longer retains the role of the target model. The students begin to model each other and the normative model is the speech more or less common to the group (Parkin, 1981). The norm is the students interlanguage rather than the relatively standard language of the teacher. Since the normal language acquisition process is not followed precisely, the genuine intermediate forms of the language do not appear in the output (Krashen, 1984). The speech of other acquirers is termed interlanguage talk (Krashen, 1981). He cautions that this interlanguage talk is an impediment to the development of the learner's language if used over long periods of time. The errors in the input may be acquired by the listener/learner. The FI student repeatedly hears intermediate forms of the language in the classroom.

This process may lead to the phenomenon of fossilisation of the language of the FI student. This topic has been the focus of several research studies (Hammerly, 1984; Spilka, 1976; Hammerly & Pellerin, 1986; Lyster, 1987). Fossilisation is one of the terms used to describe what happens when the learners' language stops

developing with respect to certain items or rules. Pellerin and Hammerly (1986) state that it is probable that most errors are fossilised in early FI students by the age of eight. This conclusion would concur with the statement by Lyster in reference to his grade eight students that "no matter how I tried to correct the errors, they seemed incorrigible" (Lyster, 1987, p. 701).

Lack of progress in the FI students' interlanguage has been attributed to several factors. Selinker and Dumas (1975) and Vigil and Oller (1976) suggest that lack of reinforcement or feedback is an important factor in retarding progress. A study by Netten (1990) found that 90 percent of student feedback could be termed ambiguous or neutral, particularly for low achievers. High achievers received more positive feedback. It is generally agreed (Netten, 1990; Parkins, 1981) that since communication is a main goal of FI, teachers are reluctant to embarrass students by correcting their efforts if the answer is correct but the grammar is faulty. This practice is particularly common in the early years of FI. However, poor grammar is thus reinforced along with the correct answer.

The acquisitionist requirement of comprehensible input may also be questioned. Lyster (1987) cites the use of too advanced texts in the FI classroom as being incomprehensible input and contributing to the fossilisation of errors. Curriculum materials suited to the needs of FI learners rather than those used for native francophones might improve the FI students' facility in French. A study of teacher strategies in EFI showed that teachers often assume that students

comprehend input when in fact they may not. This result is most likely to occur with weaker students (Netten, 1990).

The importance of output has been addressed by Swain and Lapkin (1986). Language is acquired by comprehensible input, as Krashen claims, but output in either the written or spoken form is also a necessity in the learning/acquisitionist process. Comprehensible output is needed both for hypothesis testing of the L2 language forms as well as to receive feedback from the teacher (Swain, 1988). However, Swain and Lapkin (1986) noted that there is not much real interaction of ideas between student and teacher, nor is there much sustained conversation. Netten (1990) informs us that echoing correct language usage is an ineffective method of changing student language habits. There is often no attempt made to correct grammatical errors in the early years of FL. Many students do not have enough meaningful verbal exchanges with the teacher, are either not corrected or fail to benefit from correction (Netten 1990). They also have their interlanguage reinforced by their peers. The result is a retardation in language development once the fluency of the primary years is reached.

Motivation and acculturation have also been identified by Schumann (1978) as factors influencing the learner's desire to learn an L2. Acculturation is defined as the "social and psychological integration of the learner with the target language" (Lambert & Tucker, 1972). Carey (1984) found that after years in FL, neither the ethnolinguistic identity of students nor their perception of the francophone community had appreciably altered. Hamers (1984) contends that lack of cultural

exposure and appreciation is one of the most powerful variables influencing performance in FI. Motivation, which appears high in the early years of FI declines when students are able to communicate well with their classmates and teacher. French is rarely used outside the class and there is no need to improve beyond the interlanguage of the classroom. A much more positive view was expressed by two of the teachers involved in this pilot study on their return from a five day visit to St. Pierre with grade five FI students. The students had been very confident speaking to francophones and they were eager to participate in student exchanges at future dates. This experience lends weight to Schumann's model of acculturation as being a powerful variable in the desire to learn an L2. The students evidently had a positive experience in a French milieu, surrounded by native speakers of the target language. Their goal was now the language they had experienced rather than the language heard daily among themselves in the classroom.

The need for teacher training suited to the demands of FI students has been the topic of much of the literature on FI as the teacher naturally has a great influence on what transpires in the classroom (Lapkin & Swain, 1984; Haché, 1985; Tardif, 1984; Calvé, 1986; Netten & Spain, 1989). A study (Netten, 1991) toward a more language-oriented classroom resulted in a call for the need to review several widely held perceptions with regard to FI teachers. The study found that it was more important to have a comfortable, non-stressful environment rather than a highly enthusiastic teacher. Appropriate reinforcement of particular language behaviours may be more effective in helping students acquire language than general motivation

and affect in reaction to a student's response. The teacher should also use verbal rather than nonverbal depictions of meaning for the L2. Progress has been made as specific training of FI teachers becomes more widespread. Initially, teachers had no special training for FI. They were often recruited from the ranks of high school core teachers to teach primary FI students or they were francophones trained to teach mother tongue francophones (Jones, 1984). Along with the deficiencies in teacher training for FI, Stern (1970) points to the need to establish a FI methodology.

An alternative methodology with proficiency as the organizing principle

The goals of FI call for increased proficiency in French. But what exactly is proficiency in a language and how can it be defined? The history of language teaching shows that there has been little consistency in response to the question. The pendulum has swung between emphasis on grammatical accuracy and the written language to communicating the message orally as the ultimate goal. In recent years Canale and Swain (1980) proposed a model of competencies which merit consideration in any definition of proficiency. This model has become a point at which disparate views can converge and near consensus can be reached about what it means to be proficient in an L2. The model identifies four types of competencies:

1. Grammatical competence, which implies mastery of the linguistic code.
2. Sociolinguistic competence, which addresses the extent to which grammatical forms can be used or understood appropriately in various contexts.
3. Discourse competence, which involves the ability to combine ideas to achieve cohesion in form and cohesion in thought.
4. Strategic competence, which involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user's knowledge of the code or for breakdown in communication for other reasons.

The Canale Swain Model interprets proficiency as communicative competence. This concept can be defined as a goal or standard and can be assessed once appropriate

descriptions of the language have been developed. Stern (1983) defines proficiency as a goal which can be determined in terms of objectives or standards.

The native speakers' competence, proficiency or knowledge of the language has been the point of reference for the L2 proficiency concept used in L2 teaching theory. The question arises as to who is the native speaker and is the native speaker a realistic goal for the FI students. The skewed results of FI standardized tests invite a more reasonable goal for FI students. As Davies (1989) puts it "if it is accepted that the native speaker is no longer at the centre of communicative competence then that liberates language teaching because it means that worthwhile goals are suddenly accessible".

The understanding of what are worthwhile goals or what is the nature of language proficiency plays a critical role in the choice of practical and policy issues in education. Just as historically there has been disagreement as to what proficiency is, there has also been a plethora of methods for how to teach an L2 to achieve this protean concept. This has resulted in a call to identify some 'organizing principle' by which various methods, materials, approaches and curricula might begin to make collective sense (Ommagio, 1982). The 'organizing principle' proposed in the American Council of Teaching Foreign Languages (ACTFL) guidelines (1982) is language proficiency. Higgs and Clifford (1984) reinforce Stern's proposal that proficiency be defined in terms of goals or standards. They state that a student cannot simply be declared proficient or competent. He/She has to be proficient at something and competent to use the language to some purpose. The ACTFL

guidelines fulfill this mandate as specific tasks, competencies and goals are described, then the students' ability to complete the assignments measured. The curriculum is based on the definitions of what the students should be able to do with the language at various stages of the learning process. Testing reflects precisely what the students should have accomplished by their particular stage in learning the L2. The ACTFL (1982) guidelines are based mainly on oral language proficiency assessment and are thus important to this study which seeks to describe the oral production of FI students in the elementary grades. The descriptions of speech in the ACTFL guidelines correspond to degrees of real life usable language proficiency and the ratings are not linear. This is explained by the fact that comparatively little language is needed to go from a rating of 0 to level 1. The most difficult leap is from level 4 to level 5 as "no matter how long one studies the language or lives in a place where it is spoken, it is most unusual to reach level 5, i.e., to be taken for an educated native speaker of the language" (Liskin-Gasparo, 1984, p. 25).

If proficiency for the FI student is not native-like fluency, then the curriculum and testing have to reflect this reality. The research shows that the language skills of FI students may not be progressing steadily and that the oral production of FI students is error ridden. Lyster (1987) calls for teachers, curriculum developers and administrators to acknowledge present conditions in FI and with this better understanding, rectify and modify current teaching strategies and philosophies.

To add to the existing knowledge, this researcher intends to provide some insight into what can reasonably be termed proficiency for the elementary FI student.

The construct of communicative competence and the notion of proficiency as the organizing principle are key to this study. However, they can only be useful to the FI experience if the oral proficiency of FI students is described at a given stage in the FI students' L2 development. A description of the oral language of FI students in the elementary grades is the focus of this study. Based on the description, the current level of proficiency can be assessed. A more extensive study in the same vein might then allow an appropriate yardstick to be developed to describe the desired oral production of FI students in the elementary grades. It might also allow a curriculum to be designed based on a comparison of the strengths and weaknesses of the proficiency level attained. This would be a contribution to allowing the L2 performance of all FI students to be maximized.

The researcher will describe the interlanguage of the FI students in elementary grades. Studies by Adiv (1980) and Szamozi, Swain and Lapkin (1989) have shown that the communicative ability of FI students outstrips their ability to express themselves in grammatically accurate ways. This interlanguage study will provide concrete data on the development of the oral proficiency of elementary FI students in grades four, five and six.

Summary

This chapter reviews selected literature relevant to the FI learning experience. The vision of FI and the subsequent evaluation of goals , how FI programs are evaluated and test results are discussed. Some problems in the methodology of teaching FI, their causes and possible solutions are addressed. Proficiency and interlanguage, as they relate to FI are also discussed. The next chapter will look at the procedure and design of the study.

CHAPTER III

PROCEDURE FOR THE STUDY

This chapter outlines the type and design of the study, the sample, the instrument and the procedures for the collection and the analysis of the data.

Type of Study

The researcher has chosen to use an pilot study in an effort to add to the body of research concerning the FI experience. Helmstadter (1970) states that a study that purports to establish normative information needs the descriptive approach. Tardif and Weber (1987) also suggest that there is a need for more complete descriptions of the speech of FI students. The descriptive data will be enumerated to supplement and clarify the findings. The descriptions are based on specific categories and may thus be expected to be reliable. However, the researcher acknowledges the personal judgment required in qualitative research.

Design of the Study

The study is based on an interview. Eighteen elementary FI students were interviewed by their own classroom teachers. The interview questions were designed to allow the students to use a wide variety of language forms and functions. The questions elicited responses containing a graduation from simple to more complex language. The interviews were recorded on audiotape. This stage yielded the speech

samples. The speech samples were then rated according to a previously developed evaluation scale which described each level in detail. Attention was given to rating the samples in a random order. The individual speech samples were then grouped by ratings. Finally the rated speech samples were related to the grade levels from which they had been taken. A proficiency approach was adopted because it has been shown to have considerable reliability (Higgs,1984).

Interview Questions. The Instrument.

The questions asked during the interview were formulated by the researcher. The instrument was fashioned after consultation with three FI elementary teachers from different grade levels who were not participating in the interviews. They were asked to give ten characteristics of the speech of elementary FI students. Thus the instrument was based on current knowledge about the type of speech and errors that are characteristic of students in FI. The interview format may be found in Appendix A. The six teachers involved in the interviews were shown the questions and verified that answers to these questions would allow a realistic sample of the speech of FI students. The researcher designed questions that would give students the opportunity to use their skill in a variety of structures of varying complexity. Since the purpose of the study was to try to establish realistic competence levels for the elementary FI child, the interview was geared to finding out what these children could do. Towards this end, the questions were open ended. The teacher/ interviewer was encouraged to prompt the student if necessary and questions invited a graduated degree of

competence. Teachers were instructed not to halt diversions as the sample had to show what students could do and thus diversions were valuable data. The competencies proposed by Canale and Swain (1980), widely accepted as being a comprehensive description of communicative competence, will be evident in the data. Socio-linguistic competence was not described as the conversational exchange in the data was confined to the classroom and limited to the teacher and student.

The Sample

The eighteen students came from six participating schools. Six students were from each of grades four, five and six. Nine were from one school board and nine were from the other school board operating in the same area.

The teachers participating in the study were asked to identify high, medium and low achievers in each classroom in an effort to represent a wide range of abilities. The gender of the students was not specified. Since the focus of the study was the oral language of the students, the stratification was according to the teacher's perception of the student's ability to communicate orally.

Both school districts in the same geographic area are represented in the sample and three grade levels plus three general achievement levels as summarized in Table 1.

Table I
Characteristics of Student Sample

	School Board 1	School Board 2
Grade four	high achiever	high achiever
	medium achiever	medium achiever
	low achiever	low achiever
Grade five	high achiever	high achiever
	medium achiever	medium achiever
	low achiever	low achiever
Grade six	high achiever	high achiever
	medium achiever	medium achiever
	low achiever	low achiever

Teacher Interviews in Data Collections

Efforts were made to have a balance between francophone and anglophone teachers and to have an equal number of teachers from the two school boards in the area. The teachers were also chosen because they had expressed interest in the study and its possible results. The interest was due to their recent practical experience in FI classrooms. Five of the teachers had at least five years' experience in an FI situation and one teacher had two years' experience. Three of the six teachers were in a Master's program and were abreast of current research. The other three

teachers had been involved in curriculum improvement within their respective school boards. All were trained in the necessary procedures for the interviews.

Data Analysis Procedures

Most studies of the oral language of FL students concentrate on their grammatical accuracy and their speech is usually described as error ridden. There is no doubt that error is an integral part of the speech of all language learners (Corder, 1967; Nesmer, 1972; Selinker, 1972) and of FL students in particular (Harley, 1984; Lyster, 1987). In an effort to overcome the tendency to compare FL students to native French speakers, this researcher chose to look at eight categories and describe what typically can be done in the FL classroom. The descriptors give attention to both abilities and deficiencies within these categories. Thus the researcher aims to present a realistic picture of what students are accomplishing in order to compare students with each other in the elementary grades. The focus is, in this way, diverted from the assumed perfection of the native speaker.

The aims of this study were to describe the speech of FL students in the elementary grades, determine if there was evidence of progress between grades four to six and see if distinct speech profiles could be developed for each of grades four, five and six. Three major competencies identified by Canale and Swain were included in the eight categories of speech used to describe the speech of the students. The speech categories used were adapted from a descriptive oral proficiency profile by Ullman (1990). Each category was rated on a three point scale. The eight

characteristics observed were: variety of vocabulary, grammatical accuracy, discourse coherence, discourse cohesion, richness of information, strategic competence, hesitation, clarity of the message.

Each speech profile was scripted by the researcher, then both the tape and script were passed back to the teacher for verification of the data. From features repeated consistently in a single interview, each speech sample was rated as strong, moderate or weak for each of the eight categories according to the descriptions of the ratings for each category examined. The descriptions for these categories may be found in Appendix B.

Speech samples were chosen at random for examination and rating. An independent judge, experienced in teaching and developing FI programs, verified the judgments of the researcher as to the ratings given to each speech sample.

A breakdown of speech profile ratings by grade level was done to see if there was evidence of progress between grades four and six.

The speech category of grammatical accuracy was charted across strong, moderate and weak ratings for each grade level to see if there was evidence of progress between grades four to six and to determine if a distinct profile of this particular characteristic could be developed for each of the grades four, five and six.

Any additional insights gained regarding the language development of FI students in the elementary grades were noted.

Research Questions

The findings of the analysis of the data were then used to answer the questions which led to the conception of this study:

1. What are the characteristics of the oral production of FI students in the elementary grades?
2. Can progress be seen in the speech of FI students from grades four to six?
3. Can distinct profiles be developed for each of the grade levels four, five and six?

Summary

This chapter has explained how the eighteen students were selected from two school boards in an urban area of Newfoundland and Labrador to give as representative a group as possible for the sample. Data was collected through open ended interviews between the students and their classroom teachers. The interviews were then scripted and analyzed according to eight speech categories. Speech profiles were then grouped according to grade levels. Details of the results of this analysis are presented in chapter 4.

CHAPTER IV

PRESENTATION OF RESULTS

As explained in chapter 3, the researcher listened to the recordings of the speech samples, then scripted them. The tapes were listened to as many times as was necessary to be confident that the researcher understood exactly what was said by the students. The data was verified by the teachers involved in the study as the tapes and scripts were given to them to confirm the transcriptions of the data yielded by the student speech samples. The samples were then rated according to the three point scale adopted for the eight speech categories.

In order to aid in conceptualizing what is meant in terms of linguistic performance by the three point rating scale, strong, moderate and weak which is used in reference to all of the speech categories examined, descriptions of the speech characteristics of each rating and examples or descriptions of the actual speech of students are given. An example or description is given for each rating for each of the eight categories examined. This information may be found in Table 2.

The following symbols are used to assist in conceptualizing the speech sample.

... hesitation

-- English word used

--- start/end of sentence

It is to be noted that there is some overlap of the kinds of examples for grammatical accuracy. As stated in the description of the characteristics for ratings

strong, moderate and weak, strong ratings had isolated errors, moderate ratings had consistent errors and weak ratings had little accuracy. Thus some of the errors are similar but the quantity of error for each rating is markedly different. It is also to be noted that the students were compared with each other, within the group of students interviewed. The comparisons were not between the students and native speakers. It is also to be recognized that the views of the researcher may sometimes vary when examining qualitative data. Ratings of strong, moderate and weak categories were based on the data examined. The best data rated strong, the worst data rated weak and average data was given a moderate rating.

TABLE 2

**Examples of Speech for Each Category and Descriptions of the Speech
Characteristics of Each Rating**

Category 1: Variety of Vocabulary

Rating Strong:

Description: Wide variety; uses appropriate word; seldom used vague expressions or repetitious vocabulary.

Example: Je vais ... je vais securer une date parce que je ne veux pas que je fais des invitations puis j'ai organisé une date et il y a quelque chose. Alors je vais assurer qu'il y a une date que je peux faire.

Rating Moderate:

Description: Good range of vocabulary but sometimes repeats words and expressions; generally uses the appropriate word but sometimes uses vague expressions.

Example: Parce que j'ai un nouveau lapin maintenant et mon ami, son lapin est mort. C'était comme la même chose... Je pensais que la même chose.

Rating Weak:

Description: Often uses the same simple expressions; often uses vague terms rather than the appropriate word; repeats phrases.

Example: Uhm ... je ne sais pas. C'est ... ma mère, elle est (ah) personne. Elle aime les personnes. Elle aime les fleurs et elle aime fait ... pêcher.

Category 2: Grammatical Accuracy

Rating Strong:

Description: Good grasp of French syntax; considerable accuracy; occasional isolated errors.

- Example:
- (i) very occasional use of avoir as the auxilliary in the passé composé.
eg. j'ai levé
 - (ii) occasional use of the infinitive as the universal verb form.
eg. tout le monde faire
 - (iii) occasional inaccuracy with possessive pronouns
eg. mon tête
 - (iv) occasional errors with contractions
eg. à le barbecue

Rating Moderate:

Description: Knows basic rules but tends to overgeneralise; some consistent errors.

- Example:
- (i) some use of the infinitive as the universal verb form
eg. personne qui tuer personne
 - (ii) generalization with ER form of the passé composé
eg. il a prenné
 - (iii) contractions not well developed
eg. de les souris
 - (iv) some gender errors
eg. le maison
 - (v) possessive pronouns used inaccurately
eg. ma père

Rating Weak:

Description: Some understanding of basic rules. Very little accuracy. Many consistent errors.

- Example:**
- (i) liberal use of the infinitives as the universal verb form
eg. Dull [name] avoir
 - (ii) little control of the verb forms
eg. Je va demande
 - (iii) object pronouns rarely used accurately
eg. Je regarde il
 - (iv) little evidence of ability to use contractions correctly
eg. de le jeu

Category 3: Discourse Coherence

Rating Strong:

Description: Generally responds with complete sentences; sentences long and varied in construction; elaborates with additional information such as descriptions, feelings, conditions for actions, continues conversation freely; ideas flow readily with no sense of urgency to finish.

Example: J'aime les maths mais seulement quand je veux le faire, quand il pleut dehors, quand il n'est pas joli.

Rating Moderate:

Description: Responses consist of words, phrases or short sentences; paragraphs used when given opportunity and consist of strings of short sentences, connected by 'et' or 'et puis'; ideas expressed tend to be a series of actions; also some ability to elaborate.

Example: --- et puis ils ont allés à un chose ... un chose de magicien et puis il et Julien (eh) étaient choisis pour aider pour un truc et puis il a disparu et ... puis tout le monde ne sait pas quoi faire ---

Rating Weak:

Description: Brief responses, sometimes only one word; short sentences often disjointed; some paragraphs consisting mainly of short sentences; ideas expressed tend to focus on one or two actions and/or concrete details.

Example: (uhm, eh) aller au Floride encore oui, je ne sais pas (uhm, eh, eh) je ne sais pas, je (hum) je ne sais pas Egypt ou quelquechose.

Category 4: Discourse Cohesion

Rating Strong:

Description: Generally shifts easily and appropriately to the correct verb tense; linkage words and expressions used regularly; well developed discourse continuity.

Example: C'était trois enfants qui vivaient en Angleterre et ils voulaient venir ici en Amérique pour être avec leur père. Il était un settlement dans les Etats-Unis et ils voulaient aller là. Mais où il restait, les personnes là ne voulaient pas les laisser. Alors il essaie aller secrètement.

Rating Moderate:

Description: Generally demonstrates a good sense of present, past and future. conditional not usually in place. Limited use of simple linkage words creates some discourse continuity.

Example: Je ne disais pas à il où elle et je cherchais les décorations et j'achète les nourriture et je vais chercher les amis qui peut m'aider.

Rating Weak:

Description: Little evidence of ability to use time line; uses present tense and occasional use of past and simple future. Little evidence of linkage words or expressions. Discourse sometimes disconnected.

Example: (uh) Quand j'étais petit j'étais peur de les souris et je ... quand je cours au lit quand ... c'est comme ... c'est comme c'est ... c'est comme c'est, il n'y a pas de lumière et juste cours sur le lit parce que je pensais qu'il y a les souris sur le plancher.

Category 5: Richness of Information

Rating Strong:

Description: Wealth of information. Generally elaborates; freely expresses feelings; goes beyond concrete ideas to abstract.

Example: Parce que c'est un bel jour dehors et je ne peux pas garder mon tête sur mes travaux parce que c'est un bel jour dehors.

Rating Moderate:

Description: Adequate information; answers questions and may elaborate; may occasionally use some expression of feeling.

Example: (Eh) Je se lève à cinq heures moins sept (eh) je me lève et j'ai le ... je mange et puis je brosse les dents et puis je va au lit jusqu' à sept heures trente et puis je m'habille et fait mes cheveux et part.

Rating Weak:

Description: Restricted information due to linguistic limitations. Generally action words and verbs. No elaboration.

Example: (uh) j'ai .. j'aller à l'école, Non (eh) le le (eh) prochaine jour c'est dem (eh) samedi je joue le hockey. Je je j'aime l'hockey parce que le prochaine jour ... vendredi ... samedi j'aime jouer au hockey. Non, c'est vendredi parce que je peux penser que demain je va joue le hockey.

Category 6: Strategic competence

Rating Strong:

Description: No use of message abandonment; little or no use of achievement strategies for vocabulary but some evidence of L1 structures and very occasional L1 word.

Example: Il était un ~~settlement~~ dans les Etats-Unis.

Rating Moderate:

Description: Occasional message abandonment; considerable use of achievement strategies both for vocabulary and sentence structure.

Example: Je bouge dans une grande maison et je (eh) je fais attention qu'est-ce que j'achète.

Rating Weak:

Description: Considerable use of message avoidance and topic avoidance and/or considerable use of *borrowing*.

Example: C'est l'histoire de un petit indien. (eh uhm) C'est jouer (hum) j'ai oublié l'histoire (teacher prompts). Un bonne histoire c'est j'ai oublié ... C'est (uhm) je ne sais pas ... j'ai oublié

Category 7: Hesitation

Rating Strong:

Description: Rarely hesitates; similar to hesitations in native speech; no impediment to communicating the message.

Example: J'aime les maths mais seulement quand je veux le faire, quand il pleut dehors, quand il n'est pas joli.

Rating Moderate:

Description: Hesitates sometimes; messages generally completed; interruptions can impede comprehension of the message.

Example: Oui quand j'étais petit ... (eh) ... je pense (eh) ... si j'allais au toilette je pense (eh) je pensais qu'il y avait les mouches dans la toilette.

Rating Weak:

Description: Hesitates often; messages often abandoned; interruptions distort message.

Example: Parce que c'est il y a tous les animaux eh teacher asks next question.

Category 8: Clarity of the Message**Rating Strong:**

Description: Message consistently easy to understand.

Rating Moderate:

Description: Generally easy to understand but may be less clear when using longer paragraphs; message usually communicated.

Rating Weak:

Description: Hard to understand; message communicated with great difficulty.

Examples as for Category 7, Hesitation

Rating of speech profiles by competence on an individual basis

Speech profiles were rated randomly without reference to grade level. For verification of the ratings, the speech samples from each of the eighteen pupils were then rated by an independent judge for each of the speech categories. The ratings of the researcher were similar to those of the independent judge. Thus no changes were suggested.

Once the ratings for each student for each category were verified, the results were then tabulated. The findings are given in Table 3.

The ratings for the individual students were then distributed in order from the strongest to the weakest. This information is found in table 4.

As can be seen from Table 3, not all students scored strong, moderate or weak in all eight categories. Only ten of the eighteen students had consistent scores through all categories. Two students were consistently strong, numbers 1 and 12, seven students were consistently moderate, numbers 2, 4, 7, 10, 13, 16, and 17. One student was consistently weak, number 11. An explanation of how the eight students who were not consistent were categorized, can be found in the next section (pp.49, 50).

Table 3
The Ratings For Each Student For Each Category

Student	Variety of Vocabulary	Category						
		Grammatical Accuracy	Discourse	Discourse Coherence	Richness of Cohesion	Strategic Information	Hesitation Competence	Clarity of Message
1	strong	strong	strong	strong	strong	strong	strong	strong
2	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
3	moderate	weak	weak	weak	moderate	weak	weak	moderate
4	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
5	moderate	strong	strong	moderate	moderate	moderate	moderate	moderate
6	moderate	moderate	moderate	moderate	strong	strong	strong	strong
7	moderate	moderate*	moderate	moderate	moderate	moderate	moderate	moderate
8	strong	strong	moderate	moderate	moderate	moderate	moderate	strong
9	moderate	moderate	weak	weak	moderate	moderate	moderate	moderate
10	moderate	moderate	moderate	moderate*	moderate	moderate	moderate	moderate
11	weak	weak	weak	weak	weak	weak	weak	weak
12	strong	strong	strong	strong	strong	strong	strong	strong
13	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
14	strong	strong	moderate	moderate	moderate	moderate	moderate	moderate
15	moderate	weak	weak	moderate	moderate	weak	weak	weak
16	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
17	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
18	strong	strong	moderate	moderate	moderate	moderate	moderate	strong

*usually moderate, sometimes weak

The ratings for the individual students were then distributed in order from the strongest to the weakest. This information is found in Table 4.

Table 4
Individual Student Ratings From The Strongest To The Weakest

Student	Variety of Vocabulary	Category						Clarity of Message
		Grammatical Accuracy	Discourse Coherence	Discourse Cohesion	Richness of Information	Strategic Competence	Hesitation	
1	strong	strong	strong	strong	strong	strong	strong	strong
12	strong	strong	strong	strong	strong	strong	strong	strong
6	moderate	moderate	moderate	moderate	moderate	moderate	moderate	strong
18	strong	strong	moderate	moderate	moderate	moderate	moderate	strong
8	strong	strong	moderate	moderate	moderate	moderate	moderate	strong
14	strong	moderate	moderate	moderate	moderate	moderate	moderate	moderate
5	moderate	strong	moderate	strong	moderate	moderate	moderate	moderate
2	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
4	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
13	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
16	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
17	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
10	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
7	moderate	moderate	moderate	moderate	moderate	moderate	moderate	moderate
9	moderate	moderate	weak	weak	moderate	moderate	moderate	moderate
15	moderate	weak	weak	moderate	moderate	weak	weak	weak
3	moderate	weak	weak	weak	moderate	weak	weak	moderate
11	weak	weak	weak	weak	weak	weak	weak	weak

There did not appear to be a pattern to the results for those students who had a mixture of ratings in the categories described. Five students had a mixture of strong and moderate scores. Student number six rated strong in strategic competence, richness of information, level of hesitation and clarity of the message. The rating was moderate in variety of vocabulary, grammatical accuracy, discourse cohesion and discourse coherence. Student number eighteen rated strong in variety of vocabulary, grammatical accuracy and clarity of the message. This student rated moderate in discourse cohesion, discourse coherence, richness of information, strategic competence and hesitation. Student number eight also rated strong in variety of vocabulary, grammatical accuracy and clarity of the message and moderate for discourse coherence, discourse cohesion, strategic competence, richness of information and hesitation. Student number fourteen rated strong in variety of vocabulary and grammatical accuracy, but this student rated moderate in clarity of the message as well as discourse cohesion, richness of information, strategic competence, hesitation and discourse coherence. Student number five rated strong in grammatical accuracy and discourse coherence. This student rated moderate in variety of vocabulary, discourse cohesion, strategic competence, richness of information, hesitation and clarity of the message.

Three students had a mixture of ratings moderate and weak. The pattern of moderate and weak was not consistent for any two students. Student number nine rated weak in discourse cohesion and discourse coherence, but rated moderate in all other categories. Student number fifteen rated weak in grammatical accuracy,

discourse coherence, strategic competence, hesitation and clarity of the message. The rating was moderate for variety of vocabulary, richness of information and discourse cohesion. Student number three rated weak in grammatical accuracy, strategic competence, hesitation, discourse cohesion and discourse coherence. Yet, this student rated moderate in variety of vocabulary, richness of information and clarity of the message.

As may be seen from Table 3, ten students could be clearly classified as strong, moderate or weak but eight of the eighteen students had mixed scores for the eight categories. To accommodate the mixed scores, the speech profiles were grouped according to their ratings. The speech profile groupings were as follows;

1. Strong: rated strong in all eight categories.
2. Good: rated strong in at least two categories and moderate in the others.
3. Average: rated moderate in all eight categories.
4. Poor: rated weak in at least two categories and moderate in the others.
5. Weak: rated weak in all eight categories.

Table 5 gives a breakdown of the number of students in each speech profile grouping.

Table 5
The Number of Students in Each Grouping

Speech Profile Grouping	Student Number	Total
Strong	1, 12	2
Good	5, 6, 8, 14, 18	5
Average	2, 4, 7, 10, 13, 16, 17	7
Poor	3, 15, 9	3
Weak	11	1
		18

Descriptions of the speech profiles of each student can be found in Appendix C.

Further Findings From The Data

In the category of grammatical accuracy the quantity of error was markedly different through ratings strong, moderate and weak. Strong ratings were accurate throughout a good portion of the interview and had errors here and there. Moderate ratings were also accurate during parts of the interview but demonstrated substantially more errors. Those rated weak had only a few brief sentences error free. Weaknesses in L2 not found in L1 such as object pronouns, gender and contractions were commonly found in the speech profiles of students who rated moderate for this category and those rated weak showed very little evidence of ability with these structures.

Some of the error in verb forms was common to all students throughout the three ratings strong, moderate and weak. More detail on the category of grammatical accuracy may be found in Appendices D and E.

It is worthy of note that all students could respond in a complete, error free sentence, without hesitation, at some point in the interview. Speech profiles grouped as strong or good sustained a high quality of language whether using long paragraphs or short sentences.

Fifteen students rated moderate or below for hesitation. For those rated moderate, hesitation was most likely to impede clarity of the message when longer paragraphs were used or when the student had difficulty finding vocabulary.

Two students expressed frustration during the interview. Both students were boys. One from Grade 6 became frustrated as he tried to tell a story about hockey and lacked the vocabulary. He did not resort to English and eventually used circumlocution strategies to make the point. The other student was also from grade six and rated weak in all eight categories. He seemed uncomfortable and struggled throughout the whole interview. He did not resort to English as he did not lack the vocabulary for what he wanted to say. However, he gave scant information compared to all other students and generally had difficulty constructing all but the briefest sentence.

The findings also served to confirm the complexity of language learning and individual nature of each student's progress. For example, one student whose speech

profile was grouped as poor used the conditional appropriately while no speech profile grouped as strong showed any attempt to use this tense.

On a more positive note, despite any limitations in grammar, seventeen of eighteen students rated at least moderate on richness of information. Fifteen out of eighteen students were generally easy to understand.

The above discussion gave the ratings of the individual speech samples for the eight categories of speech evaluated. The speech characteristics of each rating found in Table 2 and the performance of each student participating in the study, provide descriptions of the characteristics of the speech of FI students in grades four, five and six.

The following discussion relates the ratings of the individual students to the grade level from which they came.

Ratings of the Speech Samples by Grade Level

After the speech samples had been evaluated and placed in groups as shown in Table 5, the samples were then regrouped by grade level. The breakdown by grade level is shown in Tables 6 and 7.

Table 6

Breakdown in student rating by student number and grade level

Grouping	Total Number of Students	Student Number	Grade 4	Grade 5	Grade 6
Strong	2	1	1		
		12			1
Good	5	6	1		
		5	1		
		18		1	
		14		1	
		8			1
Average	7	2	1		
		4	1		
		13		1	
		16		1	
		17		1	
		10			1
		7			1
Poor	3	3	1		
		15		1	
		9			1
Weak	<u>1</u>	<u>18</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTALS	18	18	6	6	6

Table 7

Total Number of Students from each Grade Level for each Grouping

Grade	Strong	Good	Average	Poor	Weak
4	1	2	2	1	0
5	0	2	3	1	0
6	$\frac{1}{2}$	$\frac{1}{5}$	$\frac{2}{7}$	$\frac{1}{3}$	$\frac{1}{1}$
TOTAL	2	5	7	3	1

As may be seen from Tables 6 and 7, there is no evidence of a distinct progression in the overall speech development of FI students from grades four to six.

To determine if any one of the eight categories rated displayed evidence of a progression from grades four to six, the ratings strong, moderate and weak were assigned a numerical value. Strong = 3, Moderate = 2 and Weak = 1. The mean score for each grade level for each category is shown in Table 8.

The mean score of each grade level for each category was calculated by finding the total score of all students from each grade level from each category and dividing by six, the number of students from each grade level.

As can be seen from Table 8, the only category to show a distinct progression from grade four to grade six was that of variety of vocabulary. The mean for grade four was 2.2; for grade five, 2.3; and for grade six, 2.5.

Table 8
The Mean Score of Each Grade Level for Each Category

Grade Level	Rating*	Variety of Vocabulary	Grammatical Accuracy	Discourse Coherence	Discourse Cohesion	Richness of Information	Strategic Competence	Hesitation	Clarity of Message
4	3	1	2	2	1	2	2	2	2
	2	5	3	3	4	4	3	3	3
	1	0	1	1	1	0	1	1	1
	Mean	2.2	2.2	2.2	2.0	2.3	2.2	2.2	2.2
5	3	2	2	0	0	1	1	0	1
	2	4	3	6	6	5	4	4	4
	1	0	1	0	0	0	1	2	1
	Mean	2.3	2.2	2.0	2.0	2.2	2.0	1.7	2.0
6	3	4	2	1	1	1	2	2	2
	2	1	2	3	3	4	3	3	3
	1	1	2	2	2	1	1	1	1
	Mean	2.5	2.0	1.8	1.8	2.0	2.2	2.2	2.2

*Three point scale where strong = 3
moderate = 2
weak = 1

To aid in conceptualizing the overall proficiency for each grade level, Figure 1 presents a graph of the total mean score of the eight categories for each grade level. As can be seen from the graph, there is a slight decline in overall proficiency between grades four and five: mean for grade four was 2.2; and for grade five 2.1. There appears to be no change between grades five and six. The mean for grade five was 2.1; and for grade six 2.1.

Mean Score of Eight Categories
(3=Strong 2=Moderate 1=Weak)

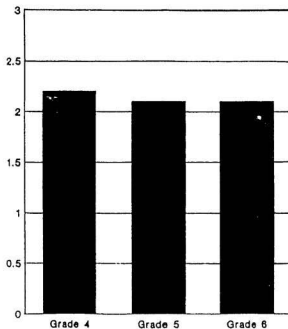


Figure 1

Grammatical Accuracy

This study has used the Canale Swain model of communicative competence as the base from which to look at proficiency in the FI elementary grades. The model includes grammatical accuracy, discourse, strategic and sociolinguistic competencies. As already explained the study did not lend itself to describing sociolinguistic competence. The other three parts of the model were included in the eight speech categories described. Of these, strategic competence appeared to be less important in the data as the overall competency of the student increased. The two strongest students had very little need for strategy use. Discourse competence is related to grammatical competence, as knowledge of past, present and future tenses are necessary for competence in discourse. It thus appears that the category of grammatical accuracy is very important in any study which seeks to describe overall proficiency in a language. Added to this, one would expect a progression through grades for this category in a classroom situation as with other skill development areas. For these reasons it was decided to look at grammatical accuracy more closely.

Figure 2 shows the distribution of mean scores for grammatical accuracy in each of grades four, five and six.

Mean Score -- Grammatical Accuracy
(3-Strong 2-Moderate 1-Weak)

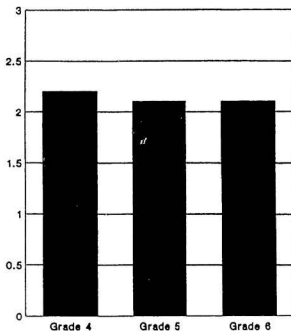


Figure 2

As can be seen in Figure 2, there is a slight decline in grammatical accuracy from grade four, mean 2.2, to grade five, mean 2.1. There appears to be no change between grades five and six.

Figure 3 shows a possible expected progression in skill development from grades four to six.

Expected Mean Score - Skill Development
(3-Strong 2-Moderate 1-Weak)

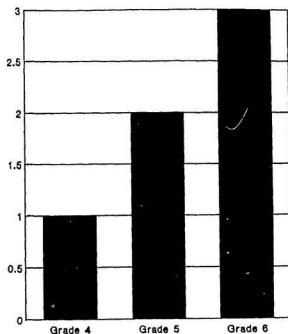


Figure 3

The progression shown in figure 3 is a theoretical concept. Progression in skill development, as students progress from grade four to grade six may not actually be linear. However, some evidence of progression toward a higher level of competence ought to be evident in the speech of FI students as they progress through the elementary grades. Figures 1 and 2 show that this expected progression was not evident from the findings of this study.

Details of ratings for grammatical accuracy charted across strong, moderate and weak and a breakdown into discrete points can be found in Appendices D and E.

This analysis supported the view that there did not appear to be a distinct overall progression in language development from grade four to grade six. It is to be noted however that this study does not permit any conclusion to be made of the progress of an individual student as he/she passes through each of these grade levels.

Summary

This chapter presented the evaluation of the speech samples of the eighteen students from grades four to six. The samples were rated on an individual basis according to a three point scale for eight categories of speech. Each speech profile was then grouped according to the ratings as being strong, good, average, poor or weak. The overall rating for eight categories then the rating for individual categories were related to grade level. No evidence of a progression in linguistic ability apart from variety of vocabulary was found from grade four to grade six.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

This study involved eighteen FI elementary students, six of whom were chosen from each of grades four, five and six. The students were interviewed and the speech samples recorded. In order to ensure a representative sample of classroom abilities in oral communication, the students were chosen to represent differing communicative abilities as perceived by the classroom teacher. The speech samples were scripted, then rated on eight categories by the researcher and an independent judge experienced in teaching and developing FI programmes. The speech samples were grouped according to ratings for individual students without reference to grade level, then in relation to grade level. The only category of speech to show evidence of a progression from grade four to grade six was variety of vocabulary. The other seven categories showed no evidence of progression between grades four to six.

CONCLUSIONS

The questions to be investigated at the outset of this study were:

1. What are the characteristics of the oral production of FI students in the elementary grades?
2. Can a progress be seen in the speech of FI students in Newfoundland grades four, five and six?
3. Can distinct profiles be developed for each of grade levels four, five and six?

From the findings in this study some answers to these questions are possible.

1. The description of the characteristics of each rating for each category describe the oral production of FI students in Newfoundland and Labrador for grades four, five and six.
2. No progression was seen in the speech of FI students grades four to six, except for the variety of vocabulary used.
3. Distinct profiles could not be developed for each of the grade levels four, five and six.

DISCUSSION

Noonan (1991) in her study of the speech of primary FI students in grades one, two and three, cautions that "grade levels constitute a line that is modern and artificial and falsely gives a box shape to a process that is on going, in which the individual learner is moving forward at his/her own pace". The results of this study found students with language profiles rated strong, moderate or weak within each grade level. There is no doubt that language development is indeed unique to the individual. However, it would be expected that, as students progressed through grades, there would be some evidence that the general student body in each grade was improving in their ability to communicate in French. Thus, if all students are evaluated on the same scale, it would be anticipated that there would be a somewhat larger number of poor/weak communicators in grade four and a somewhat larger number of good/strong communicators in grade six. Unlike Noonan's (1991) study in the primary grades where a distinct progression was evident from grade one to grade three, the data in this study did not produce evidence of this type of progression. These findings have serious implications for FI education at the elementary grade level.

Only variety of vocabulary gave some evidence of progression through grade four to grade six. Clark (1987) provides a plausible explanation for this phenomenon as he says that untutored learners cease to develop their syntactic capacity at the

point at which their communicative and social requirements are satisfied. However, they may acquire vocabulary from the communicative data to which they are exposed. FI students are not 'untutored' learners. However, the findings of the study indicate that Clark's explanation is relevant to what appears to be the case for learners in immersion classes and thus reinforces the argument that improvements in the program are needed.

This study sought to describe the interlanguage of elementary students in FI in grades four to six. Interlanguage is a system in it's own right with it's own rules and characteristics that language learners develop (Selinker, 1972). Of particular importance to this study is the fact that interlanguage development should progress. There ought to be a continuum of more or less smooth development where learners gradually progress towards a higher level of competence (Corder, 1978). The continuum of development was clear between speech profiles rated weak, moderate and strong but not between grade levels. Thus, proficiency for the elementary students could be described and defined, but not in the sequence one would expect. This finding has serious implications for FI students, and the FI program at the elementary level. Corder (1978) advises that what the learner is able to take in from the data to which he is exposed is determined by the state of his/her internal grammar. He cautions that "We can only teach someone something if he already possesses the necessary conceptual framework to accommodate the next information"(p.82). Clearly, all FI students do not possess the "necessary conceptual

framework to accommodate new information". This suggests that students who do not display a good command of the language may not be in an ideal learning situation for all instruction to be in the L2. The researcher suggests that some students benefit fully from instruction in the L2; others do not and may need extra assistance.

The distinguishing feature between grade levels at the primary grades was the improved control of the language. This difference was not evident in the linguistic abilities of the elementary students. Differences arose from the varying amounts of control the individual student had over the L2 rather than particular language development between grades. The data revealed that the majority of FI students participating in the study had difficulty with many aspects of grammar. The types of errors found were similar to those described by other researchers (Harley and Swain 1978; Lepieq 1980; Pawley 1987; Pellerin and Hammerly 1986; Lyster 1987). Verb forms, other than ER verbs, for example, are not well known. Thus this researcher agrees with the view that the present methods of instruction are not meeting the L2 needs of the majority of FI students in the elementary grades if progress is to be made in their linguistic ability. Since there is no clear progression in linguistic ability from grades four to six, there is a need for some intervention from grade four to try to remedy weaknesses.

Many of the textbooks used at the elementary level of FI are designed for French L1 students. FI students do not have the linguistic ability of native French

speakers. The data supports this statement forcibly. However, current curriculum and instructional methods in FI do not seem to accommodate the fact that most FI students may not experience "comprehensible input" (Krashen, 1985) from texts which are not suited to the students' level. "If input is understood, and there is enough of it, the necessary grammar is automatically provided" (p.2). Obviously, this automatic provision of grammar is not happening for the majority of FI students at elementary level. Lyster (1987) argues that the reason is that FI students are not generally in a language acquisition situation. He adds that "if we refute Krashen's language acquisition theory as applied to French immersion and accept that immersion students are second language learners in an admittedly intensive learning environment, then the implications for teaching immersion are far-reaching"(p 112).

In Chapter 3 it was explained how teachers were asked to identify three students whom they perceived to be high, medium and low achievers in oral communicative ability. One teacher expressed surprise at how weak his choice of a high achiever sounded on tape when he verified the scripted data. The student was very able academically and the teacher expected him to sound much stronger on the tape. The researcher contends that this shows the importance of having evaluative instruments to measure oral evaluation rather than individual judgments. The teacher's reaction also supports the fact that students do not usually have the opportunity in class to speak at length with the teacher. This contributes to the difficulty of making judgments on oral evaluation without an evaluative instrument.

One of the aims of this study was to help to fill the gap in effective oral evaluation of FI students by providing a frame of reference from which to develop an oral evaluative instrument for elementary FI students. The findings of this study should help to fill that gap by providing a framework from which to develop a proficiency model to aid in evaluating the oral performance of FI students in grades four, five and six. The results of such evaluations would provide information on the oral performance of FI students in the elementary grades and thus allow methodologies to be developed, so that progress could be made in this area.

Recommendations

These considerations give rise to the following recommendations.

A. School Oriented.

Since it was the purpose of this study to assist in the improvement of French immersion programs a number of pedagogically related inferences can be made stemming from this study. It appears to this researcher that:

1. The teaching of grammar should be emphasized more in grades four, five and six. Several researchers have suggested that experiential teaching strategies such as the communicative approach of FI, and analytical teaching of grammar need not be dichotomous but can, in fact, be complimentary to each other. (Stern,1983, 1992; Allen, Swain & Harley,1978). Lyster,(1990) notes that input in a FI classroom must be provided in such a way that certain

functional or structural features are made salient to the students. He cautions, however, that further research is needed to integrate analytic and experiential strategies. Handscombe (1990) is a voice for many involved in L2 research and teaching when she calls for an integrated approach in which "no content is taught without reference to the language through which that content is expressed, and no language is taught without being contextualized within a thematic and human environment"(p.85).

2. Curriculum materials should be adapted to the language abilities of the student. Lyster (1987) expressed concern that his grade eight FI students were using prescribed materials designed for L1 French speakers. Lyster found that many of his students found these materials too advanced, and thus did not really benefit from them.
- B. Research Oriented.
1. Longitudinal studies should be undertaken of the progress in language development of students from grade four to six to determine to what extent individual progress does take place.
 2. Progress of high achievers and low achievers should be monitored to see if either group manifests greater gains.
 3. A comparative study of the results of different instructional practices should be undertaken.

4. This study should be replicated with a larger sample and a rural sample.

Summary

This study has shown that there is no perceptible progress in the language development of FI students as a group from grade four to grade six. Students appear to possess a range of language abilities from strong to weak and students possessing these abilities are found in each grade level. In particular, there does not seem to be a noticeable progression in control of the grammatical aspects of French nor in the ability to create cohesive discourse. The only area in which progress through grades seemed to occur was in the variety of vocabulary used.

It is to be emphasized that this study cannot be interpreted to mean that progress in French language development does not occur on an individual basis for students as they progress through the grades. However, it appears to suggest that students as a group do not demonstrate an overall increasing language competence as they move from grade five to grade six.

These conclusions are very serious ones for those who are enrolled in French immersion programs and for the thousands of children who are enrolled in French immersion. It would appear that immediate attention should be given to improving curriculum materials and instructional practices in the elementary grades to enhance French language development.

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Appendix A

QUESTIONNAIRE

1. SALUTATIONS --- Comment vas-tu?
2. Tu habites loin de l' école? Comment est-ce-que tu viens ici? (En autobus, à pied, etc.)
3. Tu aimes l'école? Quelle est ta matière favorite? Quelles activités préfères-tu à l'école?
4. C'est difficile de se lever le matin. Décris-moi le matin chez toi.
5. As-tu des frères ou des soeurs? Combien? Quel âge a ta sœur; ton frère? Parle-moi un peu de ta famille.
6. Qu'est-ce-qui te fait rire?
7. As-tu jamais eu peur? Quand? Pourquoi?
Qu'est-ce qui t'as fait peur?
8. As- tu lu un bon livre récemment? Raconte-moi l'histoire.
9. As-tu regardé la télé hier soir? Qu' est-ce que tu as vu?
Quelle est ton émission favorite? Pourquoi?
10. Quel est ton jour favori?
D'habitude, qu' est-ce que tu fais ce jour-là?
11. Si tu étais millionnaire, que ferais-tu?
12. Si tu pouvais choisir, que ferais-tu pendant les vacances d' été? S'il faisait beau? Si non?
14. Fais semblant de préparer la fête d'un(e) ami,(e)? Qu'est-ce que tu ferais?
15. Merci pour tes réponses. Tu veux me poser des questions maintenant?

Appendix B

Rating Characteristics for Individual Speech Profiles

<u>Category</u>	<u>Strong</u>	<u>Moderate</u>	<u>Weak</u>
Variety of Vocabulary	Wide variety; uses appropriate word; seldom uses vague expressions or repetitious vocabulary.	Good range of vocabulary but sometimes repeats words and expressions; generally uses the appropriate word but sometimes uses vague expressions.	Often uses the same simple expressions; often uses vague terms rather than the appropriate word; repeats phrases.
Grammatical Accuracy	Good grasp of French syntax; considerable accuracy; occasional isolated errors.	Knows basic rules but tends to overgeneralise; some consistent errors.	Some understanding of basic rules. Very little accuracy. Many consistent errors.
Discourse Coherence	Generally responds with complete sentences; sentences long and varied in construction; elaborates with additional information such as descriptions, feelings, conditions for actions, continues conversation freely; ideas flow readily with no sense of urgency to finish.	Responses consist of words, phrases or short sentences; paragraphs used when given opportunity and consist of strings of short sentences, connected by 'et' or 'et puis'; ideas expressed tend to be a series of actions; also some ability to elaborate.	Brief responses, sometimes only one word; short sentences often disjointed; some paragraphs consisting mainly of short sentences; ideas expressed tend to focus on one or two actions and/or concrete details.

<u>Category</u>	<u>Strong</u>	<u>Moderate</u>	<u>Weak</u>
Discourse cohesion	Generally shifts easily and appropriately to the correct verb tense; linkage words and expressions used regularly; well developed discourse continuity.	Generally demonstrates a good sense of present, past and future. Conditional not usually in place. Limited use of simple linkage words creates some discourse continuity.	Little evidence of ability to use time, line; uses present tense and occasional use of past and simple future. Little evidence of linkage words or expressions. Discourse sometimes disconnected.
Richness of information	Wealth of information. Generally elaborates; freely expresses feelings; goes beyond concrete ideas to abstract.	Adequate information; answers questions and may elaborate; may occasionally use some expression of feeling.	Restricted information due to linguistic limitations. Generally action words and verbs. No elaboration.
Strategic competence	No use of message abandonment; little or no use of achievement strategies for vocabulary but some evidence of L ₁ structures and very occasional L ₁ word.	Occasional message abandonment. Considerable use of achievement strategies both for vocabulary and sentence structure.	Considerable use of message avoidance and topic avoidance and/or considerable use of borrowing.

<u>Category</u>	<u>Strong</u>	<u>Moderate</u>	<u>Weak</u>
Hesitation	Rarely hesitates; similar to hesitations in native speech; no impediment to communicating the message.	Hesitates sometimes; messages generally completed; interruptions can impede comprehension of the message.	Hesitates often; messages often abandoned; interruptions distort message.
Clarity of message.	Message consistently easy to understand.	Generally easy to understand but may be less clear when using longer paragraphs; message usually communicated.	Hard to understand message communicated with great difficulty.

Appendix C

Speech Profile Grouping: Strong

Student 1. This student was strong throughout all eight categories. A wide variety of vocabulary was used to deliver lots of information. The student spoke freely and naturally. This strong student was able to go beyond concrete details and actions to abstract and express feelings. She had a few grammatical errors and borrowed from English once. This was done without changing pace in the conversation. (Grade four)

Student 12. This student was strong in all eight categories. The student rarely made any grammatical errors and spoke freely and naturally. Her voice was soft and help was needed from her teacher to transcribe her tape. The student's speech was then much clearer to the researcher. She was one of the few students to use adjectives correctly; ex. "les montagnes russes". The student used fairly complex grammar forms accurately ex. "je vais à l'école et puis après l'école j'ai rien à faire. Alors je peux faire ce que je veux et je ne dois pas faire les devoirs." She also used specific vocabulary appropriately. ex. organiser, securer, assurer. (Grade six)

Speech Profile Grouping: Good

Student 6. This student was strong in strategic competence, richness of information, hesitation and clarity of information ex. (Richness of information) "Il a vraiment fier à faire les choses dans la maison." The student rated moderate in: variety of vocabulary; grammatical accuracy; discourse cohesion; and discourse coherence. (Grade four)

Student 5. This student was rated strong in grammatical accuracy and discourse coherence. Ex. "Oui, je l'adore parce que j'ai toutes mes amis et j'ai un excellent professeur." The student was rated moderate in variety of vocabulary, discourse cohesion and strategic competence. There was a tendency to hesitate and search for words at times but the message was conveyed quite clearly. (Grade four)

Student 18. This student was rated strong in variety of vocabulary grammatical accuracy and clarity of the message. The student was rated moderate in discourse cohesion, discourse coherence, richness of information, strategic competence and hesitation. The student hesitated and abandoned the discourse at the earlier part of the interview. However she became more confident and when asked to talk about a story she had read recently, the student spoke freely, accurately (generally) and with obvious enthusiasm. There was little or no hesitation when the student told the story. However, the speech consisted mostly of strings of sentences connected by 'et puis' and thus ranked as moderate in the discourse cohesion category. Ex. "C'est la nuit de Noël et ce petit garçon était dans son lit et puis il a entendu (eh) le bruit d'un train et puis il a sorti de son lit et puis il a ouvert la porte. . ." (Grade five)

Student 14. The student rated strong on variety of vocabulary and grammatical accuracy. Ex. "C'est une vraie buscule." "C'est grande et il y a trois générations dans ma maison." The student rated moderate in discourse cohesion, ex. je vais faire un peu de mes devoirs et je vais lire et je vais téléphoner, quelqu'un et visiter quelqu'un. Discourse cohesion was also rated as moderate as the student stuck to the present

and future with *aller* throughout the interview. She used the *passé composé* once during the fifteen minute interview. Richness of information, strategic competence, hesitation and clarity of information were all rated moderate. The student seemed to be cautious about expressing herself. (Grade five)

Student 8. The student rated strong in variety of vocabulary, grammatical accuracy and clarity of the message. The student rated moderate for discourse coherence as paragraphs consisted of strings of short sentences connected by 'et'. There was also a tendency to reduce goals or abandon ideas thus rating moderate in strategic competence and hesitation. Ex. *je vais prendre le (eh) (abandons) je vais mettre une demie de ce qui me reste (eh) (abandons) idea*. *Je vais aller au mall et je vais acheter beaucoup de vêtements.* (Grade six)

Speech Profile Grouping: Average

Student 2. The student rated as moderate throughout the eight categories. The interview produced a good deal of information but the student tended to overgeneralize grammatical rules. Ex. *"et après, il a allé acheter le ficelle et le papier et il l'a mis sur le chien et il a prenné dans l'autobus et ça a dechiré et le animal a courru."* The student's speech became less clear when he used longer paragraphs as he reduced or abandoned the message. Ex. *"Et il y avait un place où tu prends ton chien et qui peut montrer (eh) et il a essaie (abandons) il a eu (reduces) le chien a eu beaucoup de sol et tont ça."* This was one of the few students who used the conditional tense appropriately. Ex. *"Je donnerais deux milles*

à le pauvre et je veux designer (English) comme mon le maison que je veux." He was the only student to tell a joke in French. (Grade four)

Student 4. The student rated moderate throughout all eight categories. He corrected himself for appropriate vocabulary but he had not gained full control of subject/verb; singular/plural. The student attempted to use the future. The conditional was required and the subject/verb didn't agree. The student then changed from the simple future to the future with *aller* which was easier for him, ex. "je fera les invitations. Puis je fera les decorations le place où ça va être et puis on va se cacher. Quand il vient on va dire 'suprise' à il on elle." (Grade four)

Student 13. The student rated moderate throughout all eight categories. The student tended to lose control of the use of appropriate verb tenses as paragraphs lengthened. However, she had a good sense of present past and future on the whole. Ex. Quand j'étais petit et si j'allais au toilette je pense (eh) je pensais qu'il y avait les mouches dans le toilette. Je ne savais pas, je ne savais pas parce que j'étais peur quand le (eh) il y avait un bruit et quand je regardais le télévision et je me rends peur si je va au toilette le corridor est noir." (Grade five)

Student 16. The student rated moderate in all eight categories. At times his speech was interspersed with sophisticated L2 forms and he had control of the conditional tense. Ex. "J'ai lit un livre. C'est à propos de les gens de Terre-Neuve et Labrador ..."

2. Est-ce que je peux dire mon plaisir?

3. "Avec l'argent? Si je l'avais maintenant? Eh je ne sais pas. Je chercherais un nouveau auto."

However, the student responded ponderously and interruptions impeded comprehension of the message. (Grade five)

Student 17. The student rated moderate throughout categories. The student had a tendency to be repetitious with vocabulary. Ex. "C'était un livre avec beaucoup de (eh) il y avait deux chapitres (eh) chaque chapitre était un autre histoire. C'était des petites histoires et (abandons). C'était toutes les peronnes, toutes les sports. Il y avait cette personne qui s'appelle (eh) il y avait beaucoup de personnes, il y avait la personne qui s'appelle Joe et il y avait la personne Don et il y avait..." (Grade five)

Student 10. The student rated moderate in all eight categories although his discourse cohesion became weak occasionally when he used long paragraphs. This student used a good variety of vocabulary but had a tendency to use vague expressions. Ex. "Quelquefois on va sur les piqueniques et (uhm) et les choses comme ça". The student also hesitated and abandoned or reduced goals sometimes. This made the speech unclear at times and difficult to understand. (Grade six)

Student 7. This student spoke at length and sometimes ran into difficulties trying to express himself. He spoke quite well during a good part of the interview and thus could be rated as moderate in seven categories and parts moderate/parts weak for grammatical accuracy. He became quite frustrated at times but continued on in French and used circumlocution strategies to overcome his deficiency ex. "... le

personne (eh) qui est (eh) qui travaille hockey, qui, (frustrated, abandons) . . . il a dit qu'il pouvait jouer au place où on joue le hockey." The student used English syntax regularly ex. j'ai presque allé au lit encore. (Grade six)

Speech Profile Grouping: Poor

Student 3. This student rated weak in grammatical accuracy, strategic competence, hesitation, discourse cohesion and discourse coherence. He did have quite a variety of vocabulary and supplied a good bit of information. The student could be difficult to understand as he repeated himself and hesitated at times. Ex. "(Eh) Moi et mon père va fait (eh) conduise pour acheter pour le (eh) acheter pour le visite à St. Pierre et puis on va (eh) je vais aller au (eh, oh) la fête de Matthew". (Grade four)

Student 15. The student rated weak on grammatical accuracy, strategic competence, hesitation, clarity of the message and discourse coherence. The student rated moderate on variety of vocabulary, richness of information and discourse cohesion. Ex. "Parce que quand j'ai regardé (eh) un video dans Loup Garou j'ai vu (uhm, le abandons) on a beaucoup de choses dans le (ch) basement. J'ai vu un video qui montrer comme (uhm eh) Loup Garou a prend un rake (ch) il y a (abandons) il va comme (abandons) il a frappé un vieille personne avec (ch) comme ça". (Grade five)

Student 9. The student rated moderate in all categories except discourse coherence and discourse cohesion. She was weak in both. The student could be understood quite well when she spoke in short sentences. When she attempted to tell a story or

use longer paragraphs she had problems in sustaining coherence. Ex. "Il apporte le lettre à la maison mais il va pour son ami porte son manteau pour être dans le choir avec le dinausaure. The student attempted the conditional tense appropriately but could not sustain discourse cohesion. Ex. "J'ai acheterais un gâteau et j'ai invité tous les amis et parler à ses parents au première et acheter des cadeaux." (Grade six)

Speech Profile Grouping: Weak

Student 11. The student rated weak throughout all eight categories. He had great difficulty expressing himself and sustained a limited vocabulary throughout the interview. However here and there in the interview he was quite clear and he was able to get his message across. Ex. "Quand j'avais (eh) (pause) j'avais quatre ans et j'ai (pause) (abandons). J'étais peur de les miroirs (pause) (eh) parce que je pensais c'était (eh) que c'était une monstre." (Grade six)

Appendix D

Grammatical Accuracy

STRONG	MODERATE	WEAK
<p>Verbs</p> <ol style="list-style-type: none"> Occasional use of avoir as auxillary in passé composé. Occasional use of infinitive as the universal verb form. Knowledge of when to use simple future but lack of control of correct verb. Usually uses the incorrect form of ailer with first person subject. Tends to use the imperfect instead of the simple future or conditional. Students favour 'aller' form of future. May on occasion use subject/verb forms which don't agree. 	<p>Verbs</p> <ol style="list-style-type: none"> Overuse of avoir as auxillary in passé composé. Some use of infinitive as the universal verb form. Knowledge of when to use simple future but lack of control of correct verb. Usually uses the incorrect form of aller with first person subject. Tends to use the imperfect instead of the simple future or conditional. Students favour 'aller' form of future. May use subject/verb forms which don't agree. Overgeneralizes past participle é. Inaccurate form of prendre, mettre lire in both present and past. Plural forms of the verbs not used or inaccurate. Omission of auxillary verbs in past tenses. 	<p>Verbs</p> <ol style="list-style-type: none"> Liberal use of the infinitive as the universal verb form. Little control of the verb forms. Little knowledge of rules. Use of infinitive form for second verb not understood. Many inaccuracies in the form of all verbs present + past participles.

STRONG	MODERATE	WEAK
<p>Pronouns</p> <p>1. Subject and object pronouns are well developed. Relative pronouns seldom used but accurate.</p> <p>2. Occasional inaccuracy with possessive pronouns.</p>	<p>Pronouns</p> <p>1. The placement of object pronouns is not fully developed.</p> <p>2. Relative pronouns are rarely used or used inaccurately.</p>	<p>Pronouns</p> <p>1. Subject pronouns first and 3rd person singular well developed. Other subject pronouns rarely used. Occasional use of on.</p> <p>2. Object pronouns rarely used accurately.</p>

STRONG	MODERATE	WEAK
<p>Contractions</p> <p>1. Occasional errors.</p>	<p>Contractions</p> <p>1. Not well developed.</p>	<p>Contractions</p> <p>1. Little evidence of ability to use correctly.</p>

STRONG	MODERATE	WEAK
<p>Syntax</p> <p>1. Good control of French syntax. Very occasional use of English syntax.</p>	<p>Syntax</p> <p>1. May use English syntax regularly.</p>	<p>Syntax</p> <p>1. May use English syntax regularly.</p>

STRONG	MODERATE	WEAK
Idioms	Idioms	Idioms
1. Rarely inaccurate.	1. Mixed accurate and inaccurate use.	1. Rarely accurate.

STRONG	MODERATE	WEAK
Adjectives	Adjectives	Adjectives
1. Adjectives rarely used.	1. Adjectives rarely used and usually inaccurately.	1. Little evidence of adjective use.

STRONG	MODERATE	WEAK
1. Occasional gender error.	1. Gender error quite common.	1. Some inaccuracy In gender.

Appendix E

Description - strong

- (a) Over use of avoir as the auxilliary in the passé composé.
eg. J'ai sorti
- (b) Use of infinitive as the universal verb form
eg. J'aller je probablement dire
- (c) Knowledge of when to use simple future but does not yet show control of correct verb.
eg. je verrai ~ required verb j'irai
- (d) Usually uses the incorrect form of aller with 1st person subject.
eg. je va
- (e) Tends to use the imperfect instead of the simple future or conditional.
eg. J'allais instead of j'irai/j'irais
- (f) Students favour aller form of the future
eg. je vais aller
- (g) May use subject/verb forms which don't agree
eg. ils prend les personnes qui peut venir

Pronouns

- (a) Subject and object pronouns are well developed. Relative pronouns seldom used but accurate.
- (b) Occasional inaccuracy with possessive pronouns.
eg. mon tête

Contractions

- (a) Occasional errors with contractions
eg. de le fille

Gender

- (a) Occasional errors with gender
eg. un fille

French syntax

- (a) Good control of French syntax, very occasional errors.
eg. dans le soir
j'attends pour

Idioms

- (a) Rarely errors with idioms
eg. Il est dix ans.

Adjectives

- (a) adjectives rarely used but used correctly
eg. les montagnes russes

Description - moderate

Verbs

- (a) (i) Generalises the past tense with avoir as the auxillary
eg. il a allé
(ii) Generalises the past tense with ER verb forms
eg. Il a prenné
- (b) The students demonstrated little accuracy either in the present or the past with prendre, mettre lire
- (c) Plural forms of verbs were either (i) used inaccurately or (ii) not used
eg. (i) ma famille vont
(ii) les personnes dit

- (d) Students tend to miss the auxiliary verbs in the past when telling stories or using longer paragraphs.
eg. (i) ça fini
(ii) Julian revenu
(iii) Philippe lui donné
- (e) Students tend to use the infinitive form of the verb. This is more evident when students tell stories or use longer paragraphs.
eg. (i) Dull avoir un course avec
(ii) mon chien essayer
- (f) Students use je va most of the time. They gain accuracy if aller is followed by an infinitive.
eg. je vais acheter

Pronouns

- (a) The placement of object pronouns is not fully developed.
eg. (i) Je lis un
(iii) j'ai vivi là
- (b) Relative pronouns were rarely used and the one attempt made wasn't quite accurate
eg. je fais attention qu'est-ce que j'achète

Idioms

- (a) The students have some control of idioms but are more likely to say j'étais peur, il est dix ans, je vais pêcher.
There is no consistency and students may use the accurate and inaccurate form in the same sentence.

French syntax

- (a) The students may use English syntax regularly
eg. (i) j'attends pour
(ii) j'ai vivi là pour cinq ans
(iii) j'ai presque allé au lit encore

Contractions

- (a) Contractions are not well developed
 eg. (i) à le page
 (ii) de le fille
 (iii) de les souris

Adjectives

- (a) Adjectives rarely used are not usually accurate
 eg. un belle livre

Gender

- (a) Gender mistakes quite common
 eg. (i) un fille
 (ii) le salle de bain

Description - weak

Verbs

- (a) Infinitives used liberally
 eg. (i) le garçon prendre lui
 (ii) c'est jouer
 (iii) il regarder
- (b) Little control of rules
 eg. (i) il est comme marche (should have been the infinitive marcher)
 (ii) Ma (eh) mon père va faire conduise acheter pour acheter...
- (c) Future with aller not quite mastered yet.
 eg. (i) je va demand
 (ii) je va demander
- (d) Infinitives after auxiliaries; expressions not developed
 eg. (i) je va achète
 (ii) je va demande les personnes de vient.

- (e) Avoir is the auxilliary for all verbs in the past.
eg. il a allé
- (f) Past tense is used but often inaccurate.
eg. (i) il a prend
(ii) j'ai vivi
- (g) Auxilliary missing
eg. elle revenu

Pronouns

- (a) Subject pronouns je and il well developed. Little evidence of tu, nous, vous or ils. Occasional use of on.

Object pronouns rarely used accurately. They are either misplaced or ignored.

- eg. (i) Le garçon prendre lui
- (ii) Je vois il
- (iii) il regarde moi dans les yeux
- (iv) s'il peut (object pronoun missing) prenner à la maison

Contractions

- (a) Very little evidence of ability to use contractions correctly.
eg. (i) de le jeu
(ii) de un petit indien

Idioms

- (a) Idioms rarely used accurately
eg. (i) J'ai malade
(ii) il n'était pas peur
(iii) il est dix ans

Gender

- (a) Gender - some inaccuracy
eg. le télévision

Appendix F

As indicated in chapter 3, the purpose of the interviews was to find out what the students could do, diversions and asides were not to be halted. Thus the number by each response does not necessarily match the questionnaire in appendix A. Rather, the numbers show the start of a new response.

STUDENT #1

1. Ça va bien Oui.
2. Parce que c'est un bel jour dehors et je ne peux pas garder mon tête sur mes travaux parce que c'est si joli dehors.
3. Non cinq minutes sur un jour et si il y a beaucoup de circulation. En auto mon père me conduit.
4. J'ai marché deux fois l'année dernière mais je n'aimais pas beaucoup. C'était un peu longue parce que j'avais Laura avec moi.
5. Oui.
6. Il n'y a pas vraiment un favori. J'aime les maths mais seulement quand je veux le faire. Quand il pleut dehors. Quand ce n'est pas joli dehors.
7. Probablement quand on écrit les histoires les deux..
8. Pas vraiment mais quand Laura est toujours 'Waaa'n dans le matin. Laura n'est pas heureuse le matin. Quand tu lui demandes quelque chose tu lui donnes un compliment elle dit "Waa". Je lève. C'est sept heures. Je mets mes vêtements puis j'attends dans ma chambre, je lis ou quelque chose comme ça. Puis Laura lève et c'est 'yipe' et elle (ch) dans la chambre "Laura vite on a l'école aujourd'hui". Elle dit 'Ehiek' je dis OK et puis ma tante se laver.
9. Une soeur, elle a sept ans.
10. Dans ma maison il y a ma tante, mon oncle, il a juste gradué hier, mes parents maman et Papa, Laura et moi.

On a un lapin. J'ai eu depuis j'ai six ans.

11. Beaucoup de fois les livres et des fois l'école. Quand il y a beaucoup de personnes sur le tapis et puis quelqu'un dit quelque chose drôle. Tout le monde faire He he he. C'est très drôle aussi quand pas beaucoup.
12. Oui, quand je pense j'avais cinq ans. J'avais un rêve j'avais si peur je ne voulais pas dormir le prochain trois nuits. J'oublie maintenant mais j'avais si si peur.
13. Oui. C'était en Anglais. Ça s'appelait 'A Lion to Guard Us! C'était trois enfants qui vivaient en Angleterre et ils voulaient venir ici en Amérique pour être avec leur père. Il était un settlement dans les États-Unis et ils voulaient aller là. Mais où il restait - les personnes là ne voulaient pas les laisser. Alors il essaie aller secrètement.
14. Non. Je regarde la télévision des fois comme Saturday samedi quand il pleut ou quelque chose comme ça. Des fois je regarde les nouvelles dans le soir avec ma tante.
15. C'est difficile. Probablement les lundi et vendredi. Rien après l'école. Ça c'est pourquoi je les aime. Rien après l'école. J'ai les devoirs mais c'est juste... C'est fait quand j'arrive à la maison.
16. C'est difficile. Probablement je juste mettre tous mon monnaie dans la banque et juste acheter une maison normale et vivre dans la. Oui. Pour toute ma famille.

17. Aller à Legoland. C'est en Danemark. Mon père est allé à Danemark il y a je pense deux ou trois ans et il était là. Il dit 'Quand j'ai assez de monnaie! Quand j'ai assez de monnaie.
18. Le fin de semaine. Cette fin de semaine s'il fait beau je vais à la barbecue de mon ami Matthew dans ma classe et aussi le même soir je va à la fête de graduation de mon oncle.
19. Probablement la même chose mais peut-être je vais aller à la maison de ma grande mère et je dois préparer pour St. Pierre.
20. Comme pour un surprise pour lui! Je probablement dire à tous mes amis mais un secret. un par un, et puis les inviter à ma maison mais pas l'autre ami pour qui est la fête. Et je vais les téléphoner pour qu'il ne sait pas et puis apporte un (indistinct) là. .Puis je vais visiter tous ses amis là et puis demander à lui. Puis inviter cet ami et dire, Tu peux dormir ce soir mais quand elle arrive tout le monde (pause) ça fait fête.
21. Je sais que lundi je vais avoir mille questions.

STUDENT 2

1. Bien. Oui.
2. C'est excellent.
3. Oui.
4. En auto.
5. Ma mère. Environ dix et neuf. Si.. c'est il n'y a pas beaucoup d'autos.
6. Oui.
7. Les maths.
Le sciences, quelquefois le Art.
Oui, français et en anglais.
8. Mon sept heures environ.
Je lève (eh) je mange mon petit déjeuner je (eh) mis mes vêtements et brosse mes cheveux et mes dents dit mes prières et je lave mon visage et j'attends pour mon petit frère quelques minutes et après on va.
9. Six
Eh mon, ma mère mon père et il y a mes deux grands-papas, grands-pères, ma grand-mère et l'ami de mon mère ma mère, mon oncle et ça c'est tout qui vit dans le maison. Non, oh, j'ai les poissons.
10. Les blagues. Quelquefois les animaux. Il y a tu sais le personne qui joue le piano pour le pepsi. Il a perdu son jambe gauche et il est dans le hôpital et le docteur et il a dit, j'ai perdu mon jambe gauche et il a dit tu as le jambe droit baby.

11. Oui quand j'ai eu mon doigt dans le auto et le porte a fermé sur mon doigt.
Oui.
12. Oui, c'est Henry Huggins. Il a un chien. Il trouve le chien. Il téléphone son mère et dit s'il peut prennner à la maison et elle a dit peut-être. Après il a dit et elle a dit Oui. Il a essayé de prennner l'animal sur l'autobus et il a dit non. Tu dois avoir dans quelque chose il l'a mit dans une boîte et il a prenné essayé de avoir dans l'autobus. Il a dit non tu dois avoir dans quelque chose qui protege... Et après il a allé acheter le ficelle et le papier et il l'a mit sur le chien et il a prenné dans le autobus et ça a déchiré et le animal a couru tout autour de l'autobus et le policier vient et dit 'est-ce qu'il y a personne à la nom Henry Huggins' et il a dit 'Oui, c'est moi' et il a dit 'ton mère veux toi'. Et il y avoir un place ou tu prends ton chien et qui peux montrer et il a essayé (pause) il a eu (pause) le chien a eu beaucoup de sol et toute ça sur lui et il a essayé de met le poudre blanc (pause) je il a pensé que c'était blanc mais c'était rose et il a prenné la place et il a prenné dans le ring et il l'a montré. Il était jusqu'à avec (pause) Il y avait une autre personne mais il n'a pas gagné. Il a dit d'aller dans un autre et il a gagné une grande coupe qui était fait d'argent. Oui.
14. Oui. L'hockey.
Coaches' corner. Hockey Night in Canada. Parce qu'il joue l'hockey. C'a c'est mon préférer sport. Quelquefois.
Pas vraiment mais j'essaie de comprendre.

15. C'est vendredi.
On a le.. on chante dans le salon de musique, écrit les histoires quelquefois.
Je va à la maison joue avec mes amis joue le baseball le hockey et (eh) ça.
16. Je donnerais deux milles à le pauvre et je veux designer comme mon la
maison que je veux et donner le monnaie à ma famille.
17. Aller sur mon bicyclette.
Jouer le hockey, le baseball, le soccer.
Toronto parce que mon tante vit là et je peux regarder les match de baseball.
18. Aller dehors jouer avec mes amis. Peut-être aller dehors pour (pause) peut-
être une demie heure et rentrer. Jouer avec mon frère.
Oui faire, prener, mon (pause) trouver mon MCP et mon brosse à
dents et tout ça.
Oui.
19. Va avoir un (abandons) il va coucher à le maison.
Oui. (ah) on va avoir les prix et les jeux et les batailles de (eh) avec les
oreiller. Oui.

STUDENT 3

1. Bien
2. Chanter
3. Peut-être.
4. Oh Oui.
5. Par voiture cinq à six minutes.
6. L'autobus. Oui.
7. Non, parce que il y a beaucoup de il y a plus de stops.....arrêtes.
8. Oui.
9. Maths. Je ne sais pas. Moyen.
10. La division. Jouer dehors.....au soccer.
11. Oui.

OK. Ma mère lève puis essayer de lever moi des fois parce que elle va dans ma chambre et dit 'Jacob, c'est temps à lever. Puis elle va dans l'autre chambre puis elle revenir si je peux dormir un petit peu plus.

12. Deux soeurs. Un est neuf ans et l'autre est six ans.

13. Quand (stops)

J'ai trois chiens et deux chats (pause) deux chats (pause) trois chiens, Murphy. Ma mère elle travaille dans la banque et mon père conduit l'autobus. Je vois il quelquefois.

14. Matthew et Stephan. Il dit les blagues et il fait (pause) Matthew et moi, quand on est assis, il regarder moi dans les yeux et je regarde il dans les yeux

et juste (pause) assis (pause) quand on rire. C'est comme les petites histoires.
Comme les phantoms.

15. Oui. C'est quand le milieu de la nuit je dois va en haut et dit à ma mère et mon père et c'est comme on a un hardwood floor. Il est (eh) chat. On ne mis pas la dans les cage, il est comme marche. Il y a beaucoup de craques et le floor ça (eh) c'est beaucoup de boards et ça quelquefois fait un petit son là.
16. Dans le milieu de lire c'est Mouse and the Motorcycle. Comme il parle d'un petit garçon. Il va à un hôtel. Il a un souris et il a un motocyclette un dinky et le (eh uh) le souris prendre et puis il a tombé de la table et va dans une poubelle et le garçon prendre lui. C'est tous ce que j'ai lire.
17. Oui j'ai regardé la Square 1.
18. Jungle book. Parce que il y a toute les animaux (abandons) eh (pause) je pense que c'est quatre heures trente.
19. (Uhhh) (ah) (uhm) la Noël
Vendredi.
Oh... je regarde la télévision presque toute la nuit quelquefois dix ou douze
20. Oh, avoir un Kennel Club pour les chiens (eh uh) et une grande voiture.
Pour Noël je ne sais pas. Je ne sais pas.
21. On va aller à Denmark.
Parce que Leggo. J'aime leggo.

22. Eh. Moi et mon père va fait conduise pour acheter pour le acheter pour le visite à St. Pierre et puis on va aller (eh) je vais aller (oh eh eh) aller pour la fête de Matthew. La fête de Matthew c'est samedi.
23. Fais quelque chose comme inviter toutes ses amis et avoir qui (eh) quelque écris une lettre pour elle. Viens quelquepart comme si c'était un bowling alley. Je vais dire, Est-ce que tu veux aller avec moi et mon famille. Et on va jouer. Tout le monde va là.

STUDENT 4

1. Oui.
2. Non pas très loin.
3. Mes parents conduisent. Quelquefois c'est ma mère et quelquefois c'est ma grand-père.
Non ... je n'aime pas marcher beaucoup.
4. Oui beaucoup.
5. Maths.
Parce que j'aime faire les additions et les multiplications.
6. J'aime le gym (eh) gymnase et le lire
Silencieuse.
7. Non. Je n'ai pas les frères ou soeurs.
Oui.
8. Moi et ma mère toujours aller au jeu de hockey. J'aime jouer au hockey un peu. Sur la rue.
Pas beaucoup parce que il est divorcé.
9. Beaucoup de choses comme (eh eh) les clowns (eh) (pause) et les choses (pause) comme (pause) les (pause) comédiens.
10. (eh eh) Une fois (pause) j'ai regardé (ah eh eh) cette film de monstre et il y avait ce très grand monstre et (pause, indistinct) et c'était très effrayant.
11. Je pense que c'était the journey. Oui. Il y avait ce petit chat et c'est (pause) ce petit chiot (eh) le chien qui était perdu quand leurs parents (eh) leur

maître allait au Canada et il était à l'hiver et puis il a traversé le United States jusqu'à le Canada.

12. Oui. (pause) The World's San Diego Hero? Non préfère First (indistinct). Parce que il y a beaucoup de choses qui sont drôles dedans. Oui beaucoup
13. C'est l'hiver (avoids and abandons) Noël Parce que il y a beaucoup de (eh) cadeaux et de choses à manger. Vendredi. Parce que (pause) (oh) on va de l'école et puis on aller à (indistinct)
14. Acheter (eh) Lambergini qu'il (eh) (abandons) et donner à quelqu'un (pause) à la pauvre.
(conditional tense demanded)
15. Aller à Walt Disney World. Oui l'année prochaine. Pâques.
16. Je vais jouer un peu de soccer et aller (hesitates, pauses) pêcher (pause) rester dans la maison et jouer Nintendo.
17. Je fera les invitations. Puis je (pause) fera les décorations le place ou ça va être et puis on va (eh) se cacher quand il vient on va dire 'surprise' à il ou elle.

STUDENT 5

1. Ça bien. Oui.
2. Non pas vraiment. Ce n'est pas un longtemps pour conduire.
3. Oui (uhm) préfère.
4. C'est en voiture de la mère de Pascale. Oui.
5. Oui. Je l'adore. Parce que j'ai toutes mes amies. J'ai un excellent professeur.
6. Je pense que c'est en maths parce que j'adore le maths, l'addition. J'adore faire division et le soustraction.
7. Je ne (pause) (eh) je préfère le gymnase.
8. Pas vraiment. Oui, c'est moyen.
9. Quand je lève ma cloche sonne et puis je cherche mes souliers et je va à la cuisinaire et je mange, et puis je m'habille et j'attends pour la mère de Rosalie.
10. Oui. J'ai une soeur et elle est douze ans.
11. On va aller magasiner parce que ma soeur adorer ça. (Ehm) difficile à dire C'est comme (pause) On adore les animaux. On a beaucoup (stops) (uhm) on adore la (stops) C'est tout.
12. Beaucoup Oui.
13. Parce que j'ai un nouveau lapin maintenant et mon ami, son lapin est mort c'était comme la même chose. (pause) Je nensait on cri (pause) Je pensais que le même choses. Je presque cri toute la nuit.

14. Oui. J'ai lu (uh) Road to Avondale.

Oui vraiment, c'était vraiment comme (uh). Elle vivait avec son père, je pense sa grand-mère et puis (uh) ils avaient comme vraiment vraiment un grand maison ils étaient riches et (uh) le père, son (abandons) les personnes qui habite avec lui arrêter son travail et prendre toute l'argent. Alors la grand-mère et la petite fille Sara doit bouger à Avondale et puis ça c'est toute les aventures.

15. Oui. Get Smart.

Parce que c'est drôle - vraiment drôle.

16. Vendredi. Parce que c'est le dernier jour de l'école. Je joue avec tous mes animaux je regarde la télévision. C'est tout.

17. (Ehm) Je vais aller à la (stops) aider le pauvre beaucoup. Je vais acheter les choses que je faut. Je donne aux personnes qui n'ont pas d'argent.

18. (Eh) C'est difficile. Ça va être

J'adore les animaux.

19. Je vais aller dehors avec les animaux et mon ami qui habite à côté de moi.

Je vais jouer.

Je vais toujours jouer avec mes animaux parce que (abandons)

20. Ça va être un grand surprise et les caches. Je vais avoir un grand cadeau, beaucoup. Je vais avoir beaucoup de personnes là.

Je ne sais pas. De rien. Je vais avoir un grand surprise.

STUDENT 6

1. Ça va bien.
Juste aujourd'hui.
2. Non. J'habite pas très loin de l'école.
Oui c'est quinze minutes marche à l'école. Non je marche avec mon petit frère.
3. (Eh)
4. J'aime la math. Parce que j'aime faire le multiplication et le addition.
5. L'art.
6. Oui, c'est difficile.
7. J'avais ma fenêtre ouverte et puis ma maman est seulement (eh) en train de fermer la fenêtre. Elle me lever par (pause) elle claquait la fenêtre. Je mets mes vêtements et je va dans la cuisine et manger et puis maman dit il faut partir maintenant.
8. Oui. J'ai un frère et une soeur. Ma soeur, elle a treize ans. Il a dix ans.
9. C'est un peu étrange. Mon papa n'habite pas avec nous et toujours il visite. Quand ma mère dit 'ne visite pas demain' il vient et puis il est très méchant et tout ça.
10. Les blagues et les personnes qui (eh) les personnes qui tickle, tickle me.
11. Oui, j'ai peur de noir quand j'étais petit. Maintenant j'ai peur de ma soeur quand elle crie. Oui, elle était sur la téléphone, parler de quelqu'un au lieu fait ses devoirs.

12. Oui. J'ai lu un très bien livre. C'était Where in Time (indistinct) San Diego (eh) très belle livre cette été. Il faut aller à le plage ou il doit aller. Et puis si tout n'aller la à la bonne place tu perds le jeu et puis tu faut recommencer.
13. Oui. J'ai regarde la télé hier soir.
J'ai regardé Get Smart.
Je ne sais pas.
Home Improvement. Oui.
14. Parce que les personnes pensent qu'il est vraiment bien à faire les choses dans la maison et comme (eh) quand il les fait, il fait quelque chose dans la maison comme il casse les fenêtres et tout.
Oui Get Smart et Home Improvement.
15. Vendredi. C'est la fin de la semaine de l' école et puis après ça c'est samedi puis et tout le monde aime samedi.
16. Vendredi. Après je va à la maison puis je sors, je joue au hockey ou on se battre ou joue avec Laurie et c'est très (pause) c'est tout.
17. Si j'étais millionnaire je vais aller à San Francisco. Je vais bouger. Parce que la c'est très chaud et ma tante est là.
Il a dit que le soir c'est comme ici maintenant et puis dans le matin c'est très, très chaud.
18. Je vais me lever, regarder la télé, manger, aller dehors et jouer avec mes amis. Rentrer à la maison jouer Nintendo et puis aller au lit.
S'il fait beau et pas beau.

19. Premier je vais acheter le gâteau et je vais visiter les personnes et puis je vais acheter beaucoup de choses pour cet ami et puis je vais inviter les amis.

STUDENT 7

1. Ça va bien.
2. Pas vraiment.
Quinze minutes pour aller ou retour
Ça (abandons) quinze minutes.
3. Un peu un peu.
4. Pas vraiment, non, tout le monde aime. Non j'aime tout. Oui.
5. Des fois aujourd'hui j'ai presque allé au lit encore.
Non - dix heures comme toujours.
6. Oui, un frère. Il est dix je pense. Dix ans.
7. Qu'est-ce que c'est...
Elle travaille à Esso, et mon père mon père travaille à Health Science. St. Patrick.
Pat École St. Patrick.
8. Des blagues, des films. J'oublie.
9. Oui. (Eh) Samedi dernière. On allait pêcher et quand revenait, on allait sur une petite, c'était comme une route là et mes, mon frère et mes deux cousins étaient dans les arbres couchés et quand j'ai passé, ils ont sauté à nous.
Oui. Je vais rase ce fois je pense que c'est un rase, c'était plus dehors. J'ai juste marché.
10. Je lis un. Je l'ai fini. C'est pour mon (indistinct) de livre. C'est en Anglais.
Ça a propos d'un garçon qui s'appelle Scott et (il il il uhm) il y a deux garçons qui vient il ils s'appellent Dull et Skinny. Ça c'est son nickn... C'est

son nom que tout le monde lui appelle parce que il est petit. Et Dull avoir le une course avec Scott et (ils ont) ils ont lait. Scott a gagné et Skinny l'a demandé s'il voulait aller à (eh) un place où on joue le hockey. J'oublie le nom et il a dit Oui. Quand il aller à sa maison il a dit à ses parents, il a dit qu'il ne pouvait pas et il a allé (le il eh) le personne (eh) qui est qui travaille hockey (frustrated) qui, il a dit qu'il pouvait jouer et il doit avoir (indistinct) sur le bâton et des patins toure il veux le donner par les (les) choses qu'il joue dans et il a conduit ses parents et il jouait et dans une un pratique il était frappé par la rondelle et dans tous les autres jeux il était peur du rondelle mais c'était un une jeu, le dernier jeu, il jouait et c'était (les autres) l'autre équipe gagnait et la rondelle c'était dans l'air et il a pensé que si il ne fait rien ça va peut-être, ça va être oublié ou si quelque chose ne va pas. Il l'a attrapé dans ses mains et il l'a lancé et il n'était pas peur de rondelle maintenant mais il a peur de le jeu, six et cinq mais il n'était pas peur de rondelle. Ils deux n'aimaient pas parce qu'il pensait qu'il était une sook quand il était peur de rondelle.

12. (Oh (uh) (hesitates) Je ne sais pas.

13. Acheter beaucoup de choses.

Peut-être j'allais au banque et mettre tous mon argent là dans et vivre juste avoir tout le interest (euh). C'est beaucoup. Beaucoup de choses juste avoir ça. Oui.

14. Je va à Florida, Floride.

Non. Je n'ai pas part de Canada. J'étais à Québec, Nouveau Brunswick et Nova Scotia. Là c'est quand j'étais petit. J'étais au Labrador. J'ai vivé là pour cinq ans.

Non, huit fois par Terre-Neuve à Labrador.

Un peu. Oui. Non, je ne sais pas parce que.....

STUDENT 8

1. Ça va bien.
2. (Ehm)
3. Oui, mais... (too low to transcribe)
4. Quelquefois... (too low to transcribe)
5. Un peu
6. Je me lève, je fait mon lit et puis je mets mes vêtements et je mets mes cheveux. Puis je mange mon petit déjeuner. Puis je pars pour l'autobus.
7. Oui. J'ai un frère. Il a treize ans.
8. (Uhhh) J'ai (pause) mère, un père, un frère deux chiens qui s'appellent Hogan et Ball.
Non Oui.
9. (Uhhh) Les blagues et les... des films drôles et des livres des fois. Les blagues que Andrea a fait dans son discours (uhh) 'Heather the Rabbit crossed the Road. How did she get back'
10. Oui, quand j'étais petite, j'étais dans mon lit et j'étais malade et je ne pouvais pas parler (eh um) J'ai pensé que j'ai vu les phantoms qui passaient dans le couloir et j'ai commencé à pleurer. Je ne pouvais pas crier parce que je ne pouvais pas parler et j'étais peur.
11. (uhm) Oui OK
Ça s'appelle 'Alfred dans le Métro!' (eh) Comme c'était à propos detrois amis qui avaient un lapin et le lapin comme, s'échappait et il (uhm) les

enfants courraient après essayaient de trouver dans le métro.

Probablement. Oui.

12. Oui. (uhm) J'ai vu (um) Full House et Home Improvement et Roseanne, Full House.
13. Les samedis.
14. Je ne dois pas lever à sept heures le matin pour prendre l'autobus et je fait la danse.
15. Il y a deux. Je vas à Kittiwick Dance Theatre. The Dance Centre c'est Queen's Road.
16. Je donner - Je vais donner un demie de mon argent à mes parents et je vais prendre le (eh) je vais mettre un demie de ce qui me reste dans la banque et je vais (eh) le reste - je vais aller au mall et je vais acheter beaucoup de vêtements.
17. Je vais faire le tour du monde. (uhm) Je pense Europe. (eh) l'Angleterre et (le eh) France.
Allemande Oui. je vais (eh) ça mettre (indistinct) tous les pays là.
18. Je vais, je vais organiser (un de) comme de un comité avec des autres de mes amis. Je vais décorer le place où la fête va être chercher des nourriture et (eh uh) inviter l'amis à ma maison. Et faire un surprise pour elle.
De rien.

STUDENT 9

1. Bon.

De rien. Des céréales.

2. Non. C'est cinq six mnutes. Quelquefois l'autobus. Je va avec ma mère.

3. Un peu.

4. A l'école, C'est le gymnas (Ehm) Je suis dans le tennis

5. Un peu

Je lève et je demande à ma mère pour cinq minutes et quand ça fini
je mets debout et je mets mes cheveux et je mange mon petit déjeuner.

6. Cui, j'ai un frère... Huit ans

Oui, deux.

7. Oui. Un filme d'horreur.

(indistinct) Downstairs)

Oui c'est un peu de deux.

Personne qui tuer personne (eh) beaucoup de soupe et tout ça.

8. Ça appelle Chairdust

C'est à propos d'une fille qui s'appelle Christie et elle est dans (un eh) une
chose de, à l'école de papier et elle se pense un jour pour dire une histoire
pour F le Dinosaur. C'est le nom français. Elle est met dans le nouvelle et
tout le monde est surpris et tout ça. A la fin. Il apporte le lettre à la maison
mais il va pour son ami porte son manteau pour être dans le choir avec le
dinosaur. Il met le dinosaur dans le dump et personne trouve l'ami mais

pas d'autre. Personne, il a besoin d'aller à la police pour faire les questions et le detector test et tout ça.

9. Regarde quelque chose.

Oh. Hier soir. Je n'ai pas regardé.

10. 'Fresh Prince of Bel Air'

(eh) C'est à propos d'une famille qui est morte (eh) un peu d'aventure comme, il est comme (pause) c'est sa mère qui était morte. Il bouge (pause) il déménage avec sa tante qui est cuisinière elle est dans sa grande maison. Ils ont vraiment (stops) ils ont peu d'argent et ils étaient pauvres.

11. (eh) Je donne beaucoup à mes parents et les personnes pauvres et je garde le reste pour moi.

(eh) Une grande maison.

12. (eh) à Floride Disneyworld Non Oui.

13. (ehm) Aller jouer dehors avec mes amis.

14. J'ai acheterai un gâteau et j'ai invité tous ses amis et parler à ses parents au première et acheter des cadeaux.

STUDENT 10

1. Bien, merci.
2. Non. pas beaucoup. Je marche à l'école.
3. Oui. Quelquefois.
4. (uhm) J'aime la gymnastique et le mathématique et la musique.
5. Comme le math? J'aime (um) faire (du um) le anglais et le skillbook et le fortissi-mots quelquefois.
6. OK J'aime le craft club et le un le les tournement de badminton et des choses comme ça.
7. (uni) quelquefois (par) quand je suis fatigué (uh) beaucoup de fois. Ma mère vient et me lève.
8. Je lève et je brosse mes dents (ehh je) je mets mes vêtements et puis je (uh) mange le déjeuner et puis je march à l'école.
9. Oui, j'ai un petit frère qui est huit ans (uh) je pense, et un soeur un grand qui est quatorze.
10. Oui. (ehm) je ne sais pas. J'aime les sports. Ma mère et moi, quelquefois on va sur les piqueniques et (uhm) et les choses comme ça.
11. Quelquefois (uhm) quand(um) quand quelqu'un fait les choses drôles (um) aussi (uh um) mon frère fait une folie ou quelque chose.
12. Qui. (uh) Quand j'étais petit j'étais peur de les souris et je et quand je cours au lit quand c'est comme, c'est comme c'est comme c'est il n'y a pas de

lumière et juste cours sur le lit parce que je pensais que il y a les souris sur le plancher.

13. Oui. J'ai lu un livre en français.

Il s'appelle 'La Roi de Rien' et c'était (uhm) c'était un garçon qui s'appelle Julien. Il avait un frère et une soeur (uhm) plus gros que lui (uh) Stephan et Kathleen et Stephane joue le hockey et (uhm) il voulait un paraquet (ah) qui s'appelle Einstein et puis il a allé (ah) il y avait une bande d'ami et le personne qui est le plus gros il sont il ne sont pas très gentils à Julian et il a donné un baganne sur la tête de Julian et puis il y avait un seigne du nez parce que Philippe lui donne un coup de poing (eh uh) Et puis ils ont allé à un (eh) un chose de magicien et puis il et Julian (ah) étaient choisi pour aider pour un truc et puis il a disparu (eh uhm) puis tout le monde ne sait pas quoi faire et le mère de Julian, Nicole Chapeau elle (ah) achète Einstein parce que elle (ah) sait qu'elle (stops) Julian va et (um) puis Julian revenu parce que Einstein était là.

13. Non Je n'ai pas vu.

Je ne regarde pas la télévision très souvent. Non, je (um) mon frère et ma soeur regardent toujours mais je n'ai pas regardé la télévision.

Oui, j'aime Beverly Hills (em) et puis Fame. J'aime la Molson Hockey Night in Canada. Parce que j'aime regarder le match de hockey.

14. Vendredi.

On a l'art plastique dans l'école et puis quelquefois je va à un ami ou un ami

vient à mon maison et c'est le fin de le semaine.

15. Je veux(eh) je vais acheter un Porche et puis (um) je (eh um) un très belle maison et puis (ah) je vais doner un petit peu au charité mais pas beaucoup et puis je vais juste mets dans le banque.
16. (um) Je (eh) déjà allé au Australie mais c'était quand j'étais très petit, un bébé. Je veux aller là un autre fois quand je peux (ah) raconte qu'est-ce que je fais.
17. Je va (eh) mon cabine à Avondale et puis je pêche et (um) faire du jardinage et les choses comme ça.
18. (hum) Peut-être jouer un jeu avec ma famille comme Monopoly ou Pictionary, quelquechose comme ça.
19. (um) Peut-être (eh) Comme au parc aller à un maison de quelqu'un et puis je ne sais pas.
20. Non.

STUDENT 11

1. Ça va bien.
2. (ah) Oui, très loin.
Ah non.
Je viens à l'école dans un automobile.
Prendre l'automobile.
3. Ah Oui.
4. (ahm) Je pense le basket ball.
5. Le basket ball (English)
6. Oui.
7. OK. Je lève je lève je mange le petit déjeuner, je fais mes cheveux et j'va aller à l'école.
8. Oui. J'ai une soeur.
9. Elle a (pause) quinze (pause) ans.
10. (uhm) Je ne sais pas. (eh) C'est ma mère elle est (ah) elle est (ah) personnes. elle (eh) aime les personnes (pause) (eh uhm) Elle (ah) aime les fleurs et elle aime faire de (ah) (pause) elle aime pêcher. Ma soeur elle nage beaucoup. Ma père il est un professeur comme toi, c'est tout.
11. (eh) Le télévision. Oui. Je ne sais pas.
12. Oui.
13. Quand j'avais, j'avais quatre ans et j'ai ...j'étais peur de les miroirs parce que je pensais c'était que c'était une monstre.

14. Oui, c'est anglais.

C'est l'histoire de un petit indien. (eh um) C'est jouer (um) j'ai oublié l'histoire. (abandonner) (teacher helps)

Oui, c'est un bon histoire. C'est... j'ai oublié. C'est (um) je ne sais pas. J'ai oublié.

15. Non.

16. (eh) j'ai vu (um) le (pause) Je ne sais pas. Three's Company. Oui. (um) Je ne sais pas. Mais pas beaucoup. Je regarde (uh) une heure chaque soir. Quelque chose comme ça.

17. (eh) Vendredi.

(uh) J'ai j'aller à l'école. Non. (eh) le le (eh) prochain jour c'est dim-- (eh) samedi. Je joue hockey. Je je j'aime l'hockey parce que le prochain jour, vendredi samedi j'aime jouer au hockey. Non, c'est vendredi parce que je peux penser que demain le prochain jour je va joue le hockey.

18. (eh um) Je vas acheter une automobile juste pour regarder. (pause) Je vas acheter un manteau de fourrure pour ma mère (uh) je vas acheter une automolile pour mon père et (uh) rien pour ma soeur. Rien, parce que je ne sais pas. Je ne veux pas donner rien.

Oh j'vais acheter pour moi un maison. C'est tout.

19. (um,ehum) Aller au Floride encore.

Oui, je ne sais pas (um eh eh) je ne sais pas je (um) je ne sais pas Egypt ou quelque chose.

20. Jouer le basket ball jouer.
21. Dormir, Oui, Non, je ne sais pas, je regarde la télévision. Oui.
22. (um) je va (pause) demande les personnes de vient (uhm) je ne comprends...(pause) que la question. (um) OK Je va demander les personnes de vient, vient à ma maison et eh je vas acheter les bonbons et les chips et les boissons gazeuses (eh uhm uh) les vidéos et quelque chose comme ça et (pause) je va demand personne de vient à ma maison. Et quand il vient dans la maison... Surprise.
23. Quel âge as-tu?

STUDENT 12

1. Ça va bien merci et vous?
2. Non, pas très loin pas proche aussi.
3. Mon père et ma mère me conduire.
4. Un peu.
5. Je ne sais pas. J'aime toutes les matières.
6. A l'école Je ne sais pas (uhm) J'aime est-ce que c'est le garden Club ou quelque chose comme ça. J'aime le garden club. Oui.
7. Je n'aime pas me lever.
8. Je me lève (uhm) à peu près 7 heures trente. Je m'habille et je vas en bas pour manger. Puis je dois faire le lunch et à 8h30 ou 8h15 ou quelque chose alors on part.
9. Oui, j'ai un frère. Il est dans la huitième année. Il a treize ans mais dans quelques jours il va avoir quatorze.
10. OK. Mes parents viennent d'Irlande. Tous mes autres amis vivent là. Et les frères de mon père. J'ai trois chats et ma mère. J'ai seulement un oncle comme vrai oncle et j'ai trois oncles parce que mon père. On sait déjà.
11. Les blagues. Je ne sais pas.
12. Oui, sur les montagnes russes, j'ai eu vraiment peur parce que je pensais (indistinct) va tip over, je ne sais pas ce que c'est en français et je pensais que ça va remonter (indistinct) les montagnes russes, je ne savais pas ce que c'était en français.

13. 'La Grenouille et la Baleine' J'adore ça. J'ai lu avec la classe.
14. Il y avait une fille qui s'appelait Daphnée qui aimait les baleines et il y avait une grande baleine qui s'appelait Elvar a qui elle a parlé et elle écoutait les baleines et elle jouait. Sa mère a dit que la personne comme grand-père qui (hum).. je ne sais pas, allait vendre l'auberge où elle recevait la visite, c'est seulement l'auberge. Je n'ai pas fini l'histoire parce que je n'avais pas le temps.
15. The Cosby Show parce que c'est très drôle. J'aime les choses comme ça.
16. Vendredi. Je vais à l'école et puis après l'école j'ai rien à faire alors je peux faire ce que je veux et je ne dois pas faire les devoirs parce que j'ai tout le weekend et à l'école on a l'art et on a le gym et la musique.
17. Oh j'allais au Floride parce que je veux aller au Floride mais ma mère ne veut pas aller parce que (indistinct)
J'achetais, je vais acheter un condominium en Floride. J'aime faire les voyages alors je pars en voyage.
18. Aller à (eh) C'est à Arts and Culture Centre pendant l'été. Mais je ne sais pas si je vais aller cette année. Il y a une autre chose que ma mère veut que je fais, c'est (indistinct) camp.
19. Il y a des choses comme le magique comme Actif et tout ça et on fait la musique, l'art aussi. On chante et il y a des leçons de maquillage.
20. Oh je vais aller prendre ma bicyclette dehors et peut-être marcher chez Mary Beth.

- 21. Regarder la télévision, lire mon livre et ne pas me lever jusqu'à onze heures.
- 22. Je vais (hum) Je vais securer une date parce que je ne veux pas que je fais des invitations puis j'ai organisé une date et il y a quelque chose alors je vais assurer qu'il y a une date que je peux faire et que les autres personnes qui peut venir parce que je n'aime pas ne pas inviter quelqu'un et puis faire un pour le gâteau.
- 23. Non, merci.

STUDENT 13

1. Ça va bien.
2. Non. Pas vraiment.
3. Je marche à pieds et quand ça pleut je (eh) j'ai (eh) je marche. Oui si ça pleut beaucoup.
4. Quelque quelquefois.
5. (ehm) Je ne sais pas.
6. Gymnastique
7. (eh) Je se lève (eh) cinq heures moins sept (eh). Je me lève et j'ai le, et je mange et puis je brosse les dents et puis je va au lit jusqu'à sept heures trente et puis je m'habille et fais mes cheveux et part.
8. J'ai une jumelle qui s'appelle Vickie. Dix ans.
9. J'ai une soeur (eh) une mère et un père et j'ai deux chats qui s'appellent Bud et Flulette.
10. Quand les personnes dit les bêtises quelquefois et quand mon père rit, quand les personnes rit, je ris et quelques mensonges, quelquefois, ça dépend sur le mensonge.
11. Oui, quand j'étais petit (eh eh) je pense (eh) si j'allais aux toilettes, je pense (eh) je pensais qu'il y avait des mouches dans le toilette. Je ne savais pas (repeat), parce que j'étais peur quand le, il y avait un bruit et quand je regardais le télévision et je me rends peur si je va aux toilettes le corridor est noir. J'ai cours à la toilette.

12. Oui, c'était en anglais. C'était le livre 'Hunting at Cliff House' et en français, c'était La Guerre des Tigres. Quelle histoire! J'aime Hunting à Cliff House le plus. C'était, c'était, il y avait une fille qui s'appellait Allison et elle (eh eh) pour été elle bouge à Wales avec sa père, son père parce que il écrit les livres et elle trouve un journal de une fille qui s'appelle Bronwyn et tout les choses qui se passe à Bronwyn se passe à Allison. C'est compliqué parce que Bronwyn se noyait dans une cave et le père de Bronwyn était, il avait une divorce et il aimait une fille qui s'appelle Katrin et Katrin (eh) se noyait quand elle veux (abandons) elle cherche où Bronwyn est. Les deux sont se noyés dans une cave. Allison doit chercher Bronwyn et quand elle (eh) sait, elle dit aller et sauver Katrin.
14. Oui. Le Cosby Show et Golden Girls et un peu de Here and Now.
15. The Adams Family. J'ai vu ça aussi. Parce que c'est drôle et ça me fait rire et les personnages sont drôles.
16. (Ehm) le jeudi.
Parce que on a le gymnastique et on a le langage et on a un petit peu de maths.
17. Je bouge dans dans une grande maison et je et je fais attention qu'est-ce que j'achète avec l'argent et ma jumelle va bouger avec moi. (Conditional tense appropriate response)
18. (eh) y aller quelquepart pour si je veux aller quelquepart. Je vais y aller à St. Pierre ou (hum) Hawaïi.

19. J'y allé dehors jouer avec mes amis. Je reste dedans la maison et je lis ou je joue un jeu avec Vickie ou (eh) je complain que je n'ai rien faire.
20. Je ne disais pas il ou elle et je cherchais les décorations et j'achète les nourriture et je vais chercher les amis qui peut m'aider avec la fête, la célébration. Oui. (Question demands conditional tense response)
21. Non, j'ai vraiment rien à dire.

STUDENT 14

1. Ça va bien.
2. Non, je marche. Oui.
3. Un peu.
4. Le dessin.
5. (ehm) Education Physique.
J'aime les sports pendant le lunch.
6. Quelquefois.
7. C'est vraiment. C'est une vraie buscule. Tout le monde bouge et le (abandons) quand quelqu'un est dans la salle de bain quelqu'un d'autre dit de de partie parce que c'est...
8. Non. Oui beaucoup.
Entre quinze et sept.
9. C'est quand et il y a trois générations dans ma maison. Ma grand-mère et ma mère et puis moi. On est presque partout dans Canada mais il n'y a pas de famille dans Saskatchewan, Manitoba et Alberta.
10. Les bonnes blagues (eh)
11. (eh) Qui (uhm) Quand quelqu'un a escapé de me frapper avec un ballon très dur, un ballon de baseball. Je ne sais pas.
12. Oui. C'est de deux filles qui s'appelle cousins (English). Un fille, elle elle a une famille qui est plus riche que l'autre. Ils sont les cousins et le mère de le fille qui est plus riche n'aime pas sa soeur qui a un autre enfant et les deux

les deux, ils n'aimaient pas chown, comme Rebecca n'aime pas Emily. Ça c'est les deux noms. C'est un très bon livre.

13. Oui. J'ai vu une répétition de Cosby et de Different Worlds et de Married with Children.
14. Full House. Parce que c'est drôle. C'est beaucoup comme les autres familles du monde.
15. Vendredi Je va dehors.
16. Je vais habiter en Disneyworld (eh) en Floride et je vais visiter France beaucoup et acheter beaucoup de vêtements.
17. Va dehors et jouer les water (eh) guerres d'eau marcher au parc et être avec mes amis.
18. Je vais dehors et jouer avec mes amis. Je vais faire un peu de mes devoirs. (eh) je vais lire et je vais téléphoner quelqu'un et visiter quelqu'un.
19. Je vais avoir une fête surprise. Je vais inviter tous les filles de la classe et on va aller à une place que cette personne aime et quand il vient, on va dit 'surprise' et on va avoir un gâteau et tout.

STUDENT 15

1. Bien.
2. Non. J'habite (eh) sur Smallwood juste cinq minutes d'ici.
3. Sur pieds
4. Non
5. (eh) gymnastique et les maths.
6. L'éducation physique
7. Oui. (eh)
8. (eh) Je dois manger mon (uhh) déjeuner et je dois faire un peu de mon leçon de piano et je dois faire faire tous les autres choses comme....(abandonnement)
9. Oui. J'ai un frère et un soeur. Elle est dans grade deux et elle a huit ans. Il a cinq ans et il est dans le ma (eh) le nursery school.
10. J'ai (uh) Mon grand-père vient de Angleterre et ma grand-mère vient de (eh) je pense d'Angleterre et mes autres grands-parents, ma grand-mère est de Terre-Neuve et je ne sais pas mon autre. Ah Québec. Ma mère Oui.
11. Quand on manger le dîner à ma maison je ris. Ma soeur a fait des des grim...(teacher helps) les grimaces et mon frère était dessous des couvertures dehors et mon chien essayait de le trouver dans le couverture et il sauter et frapper et tout ça.
12. Un ou deux fois.
(uhm) Quand je (uhm) Dans l'office de mon père comme c'est dessous de l'

escalier et c'est un maze(English) là et quand je va là j'ai un peu peur parce que je dois marcher comme cinq, dix, vingt mètres ou (uhm) escalier.

13. Parce que quand j'ai regardé (ehm) vidéo d'un loup garou j'ai vu (ehm) le (ehm) (hesitates) (abandons). On a beaucoup de choses dans le (ehm) basement. J'ai vu un vidéo qui monte comme ((uhm) Loup Garou a prend un rake. Il y a (eh) (abandons) il va comme (abandons). Il a frappé un vieille personne avec (eh) comme ça et il était mont et avais (eh) le tout là là et là comme ça. Parce que le rake et on a des choses comme ça, comme le ski pole.
14. Ah Je lis un maintenant. C'est un peu OK. C'est dans mon pupitre. C'est le (uhm) A Mystery of Disaster Island. Je pense c'est OK. Il y a trois enfants et leurs parents qui ont découvert (eh eh) un île dans le parc de Victoria, British Columbia (eh) Columbia Britanique. Ils ont dit que, (eh) a une personne (eh) c'est comme. Je ne sais pas pourquoi on dit Disaster Island encore mais je pense que c'est parce que beaucoup de choses terribles passaient là.
15. Non.
16. Des fois, pas beaucoup.
17. Dimanche. Le matin on va à church. Oui l'église et on fait beaucoup de choses là et après ça comme le dîner jusqu'au soir ou joue dehors si ça fait beau. Des fois regarde la télévision un peu, fais beaucoup de choses dans la maison.

18. Mets l'argent dans la banque. (Conditional tense demanded)
19. Je vais aller à un des parcs et je vais aller à Karwood resort des fois (eh uhm) un fois sight seeing a beaucoup des places dans Canada.
20. Je vais faire les All Star tryouts. C'est sur Smallwood. Je vais aller à l'église dimanche comme d'habitude.
21. (Eh) je va aller à un de magasins et je vais acheter un cadeau pour lui et une carte pour lui et je vais le donner le cadeau. (conditional tense demanded)

STUDENT 16

1. Ça va bien merci.
2. Je m'appelle (name).
3. (ehm) Oui. Oui.
4. Je viens en auto avec ma mère. Non ma mère ne me laisse pas. Elle pense que c'est trop loin.
5. Oui je l'aime (pause) J'aime la musique et la géographie et (stops).
6. Qu'est-ce que tu dit? J'aime le lecture (eh) (stops)
7. Oui, quelquefois. Parce que je veux rester en lit.
8. (ehm) Je me lève et je mange mon petit déjeuner et puis je me prépare pour cette école et des fois je (stops)
9. Oui, j'ai une soeur.
10. Elle a neuf ans.
OK. (ehm) (eh) Mon père s'appelle (uhem) Joe et ma mère s'appelle Cathie et j'ai une soeur Nicki. J'ai un chat qui (ehm) s'appelle Skippy (ehm) (stops)
11. (ehm) (pause) Des blagues, des choses que je trouve drôles (ehm)
12. (ehm). Ma mère m'a dit ça, que quand j'étais petit, j'étais à Bowring Park et le train a passé, le son (eh), j'étais peur. (ehm) (pause) Je ne sais pas si (stops)
13. OK. (ehm) en français? Je lis un livre. C'est à propos de les gens de Terre-Neuve et Labrador et j'ai lit un livre de Eric Wilson. (ehm) Code Red at

Supermall je pense. Oui, OK (uhm) Je n'ai pas lu beaucoup mais c'est dans Edmonton, dans le ouest Edmonton Mall. Il y a des voleurs (eh, eh) (stops)

14. Oui, j'ai vu Rescue 911. Oui.

Est-ce que je peux dire mon plaisir

(ehm) J'aime Rescue 911 et Perfect Strangers.

15. (uhm), Ça montre des accidents qui arrive et les personnes qui les aident (eh) Montre qui les personnes étaient qui veut aider quelqu'un d'autre.

16. Vendredi, parce que chaque vendredi (eh) mes parents me (eh) cours et ma famille vont à un restaurant.

17. Quelquefois on va Wendys.

18. Avec l'argent? Si je l'avait maintenant? (eh) Je ne sais pas. Je chercherais un nouveau auto. Chercher les vacances d'été ou aller un cruise ou quelque chose (ehm) (eh) les, les vacances. J'aimerais aller à l'Europe ou (ehm) Tel Aviv.

19. Je vais aller jouer dehors avec mes amis.

20. Rester en dedans (eh) lire un livre, inviter un ami chez moi.

21. (ehm) (pause) J'inviterais les personnes et j'arrangerais où aller manger ou ça va être. Des choses comme ça.

22. Je ne comprends pas vraiment pourquoi on fait ceci.

STUDENT 17

1. Bonjour
2. (name)
3. Oui.
4. Je ne sais pas. Oui Oui.
5. Non. (eh) rue Parade. Je marche.
6. Tu marches marches. Des fois je prends l'automobile.
7. Oui (eh) les maths, le gymnase.
8. Oui. Des fois.
Parce que je sais que je dois aller à l'école.
9. C'est (ehm) Je ne sais pas ce que tu dis. (oh eh) Je lève puis je (eh) je aller à la salle de bain pour prendre un bain puis je mets mes vêtements, aller en bas, cherche le (eh) mon petit déjeuner puis je marche à l'école.
10. Oui, j'ai un frère et un soeur. Neuf ans, douze.
11. On a acheté les ordinateurs et on a acheté les jeux et tout ça. Ma mère, elle (eh) fait comme à la maison, mon père, je ne sais pas, tous les choses. Mon soeur, je ne sais pas qu'est-ce qu'elle fait.
12. Toi et blagues quand Stephane parle.
13. À la cabin de notre ami (eh). Mon père et mon soeur vont aller sur une automobile avec quatre roues et ils allaient autour d'un lac et puis ils criaient en français ils criaient 'aide-moi, aide-moi' et dire à la radio 'aide-moi' et puis elle commence à pleurer et elle a sauté avec son (indistinct) et puis il

ont retourné lui avec mon grands-parents et grand-mère. Ils étaient de parents de mon père. Ils étaient ici l'année passée.

15. Oui il y avait un livre qui s'appellait Le Grand Nuit a Tombé. C'était un livre avec beaucoup de (pause) il y avait deux chapitres et chaque chapitre était une autre histoire. C'était des petites histoires et (eh) (pause) c'était toutes les personnes, toutes les sports. Il y avait cette personne qui s'appelle... Il y avait beaucoup de personnes. Il y avait la personne qui s'appelle Joe et il y avait la personne Don et il y avait beaucoup de enfants et de professeurs.
17. Oui je regardais Cosby Show, Three's Company (ehm) le NHL.
Je ne sais pas.
18. Vendredi. Des fois je regarde l'émission de télévision.
19. Je ne sais pas. Aider les pauvres; acheter un grand maison; beaucoup de voitures. Je ne sais pas.
20. Je ne sais pas. Aller en Floride.
21. Aller dehors avec mes amis. Rester dedans regardons la télévision. Oui.
22. Dit à la personne de venir. Cherche un gâteau. Cherche un (pause) surprise et des bonbons.
23. Non. Qu'est-ce que vous allez faire cette été?

STUDENT 18

1. (Name)
2. Oui.
3. J'habite sur Toronto Street.
4. Mon ami (eh) habite près de moi alors (eh) sa mère et mon père (eh eh) prendre des tours à (eh) auto, et on nous conduire.
5. Oui.
6. (uhm, uhm) Je pense que c'est les maths ou les sciences sociales. Oui, Oui, la musique et le gymnase et c'est tout.
7. Des fois mais pas toujours.
8. OK. (uhm) Quand je ne me lève pas ma mère me lève et puis on doit (ehm) je mets mes vêtements puis je dois manger mon petit déjeuner puis on doit les préparer pour aller à l'école et puis je pars.
9. Oui, j'ai une petite soeur. Elle a six ans.
10. OK. J'ai (eh) J'ai un mère et mon père et (eh) (uhm) j'ai une petite soeur et c'est moi et j'ai mes deux chats.
11. Henry et Cindy.
12. Mon père s'appelle Michael et ma mère s'appelle Catherine.
13. Je ne sais pas. Tout me fait rire.
14. OK. Je ne sais pas. Quand les personnes marchent je ris.
Je ris juste pour rire.
15. Oui, une fois j'étais chez ma cuisine et on était dans sa chambre et elle avait

(pause) elle a ouvert la porte et sur sa porte il y avait un souris là et elle avait, elle ouvert la porte de (indistinct) C'était comme le souris courit et courit et toute ça. Non.

16. Oui.. (uhm) Il y a beaucoup de livres que j'ai lus qui sont bons. Je lis un maintenant. J'ai un livre qui s'appelle Almost Sisters et c'est vraiment bien et j'aime le livre par Christian Van Halzberg il a écrit the Polar Express. J'adore cette livre. OK. Qu'est-ce qui arrivait? C'est la nuit de Noël et cet petit garçon était dans son lit et puis il a entendu (ehm) le bruit d'un train et puis il a sorti de son lit et puis il est allé (ehm) il a ouvert la porte de sa maison et il a regardé le train et le monsieur sur le train l'a dit de venir et quand il est allé dans le train il y avait des enfants de partout dans leurs pajamas puis ils sont allés sur des montagnes et partent. Ils sont venus au Pole Nord et Père Noël avait (uhm) Père Noël (eh) Chaque année Père Noël donne un cadeau avant qu'il va donner les cadeaux à tout le monde d'autre. Alors il a choisi cet petit garçon et il a dit (eh) il a demandé et Père Noël a demandé au petit garçon qu'est-ce qu'il voulait et il a dit je veux une cloche du rêve et le et le Père Noël l'a cherchée et puis il a sonné et il pouvait entendre et il l'a mis dans sa poche et quand il retourné sur le train sur le train ce n'était pas dans sa poche. Il y avait un trou dans sa poche alors (le el) il était très triste mais le jour de Noël il, quand il a ouvert tous ses cadeaux, derrière l'arbre de Noël il y avait ce petite boîte et sur le boîte ça disait (ehm) je le trouvait sur (uhm) un de mes rêves ou quelque chose et

puis il a ouvert et c'était la cloche et (ehm) comme il pouvait l'entendre mais ses parents ne pouvaient pas et mais quand l'année passée il pouvait même entendre mais sa soeur commençait à ne pas entendre parce qu'elle ne croyait pas en Père Noël. Et ses parents ne pouvaient pas entendre.

18. Oui.

(eh) J'ai regardé WKRP et The Adams Family.

19. J'aime Bugs Bunny tous les jours parce que c'est drôle et ça me fait rire.

20. Mon jour favori est (uhm) mercredi.

21. Parce que c'est au milieu de semaine et je peux comme, (eh) je peux dire (eh) vendredi vient ou j'ai déjà passé lundi et lundi est déjà venu et tout ça.

22. Je vais dehors et je joue avec mes amis. Je lis mon livre. J'aide ma mère faire le souper et tout ça.

23. J'achèterais une maison grande avec beaucoup de antiques et ça (pause) comme tes parents comme la maison de tes parents.

24. Je verrai en Vancouver avec ma tante et je aller à Victoria.

25. OK. Je vais aller dehors et je vais aider Maman et Papa à finir le (ah eh) en bas de notre maison, parce que on fait un salon de télévision et une chambre.

26. Je vais inviter un de mes amis chez moi et on va jouer quelque chose.

27. OK. Je (eh) demanderais à ses parents si je pouvais avoir une fête dans sa, dans la maison et (ehm) avec tous ses amis. Je fera un grande gâteau pour elle ou il et puis je vais demander à ses parents si (eh) elle doit (eh) elle ne doit pas peut entrer dans ma maison jusqu'à on est prête.

28. Qu'est-ce que tu fais pendant tes vacances?

De rien.



